DOCUMENT RESUME

ED 241 914 CS 007 552

AUTHOR	Harrison, David; and Others
TITLE	Reading Development: A Resource Book for Adult Basic Education.
INSTITUTION	British Columbia Dept. of Education, Victoria. Div. of Continuing Education.
PUB DATE	82
NOTE	99p.
AVAILABLE FROM	Publication Services Branch, Ministry of Education, 878 Viewfield Rd., Victoria, British Columbia V9A 4V1 ($2.00 plus 10% shipping and handling).
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052) -- Books (010)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Adult Basic Education; Annotated Bibliographies; Behavioral Objectives; Educational Resources; Reading Ability; Reading Diagnosis; *Reading Improvement; *Reading Instruction; Reading Materials; Reading Skills; *Remedial Reading; Resource Materials; Textbook Evaluation

ABSTRACT

Designed to provide practical resources for planning and teaching reading development courses, units, or lessons, the objectives and strategies contained in this handbook are generally oriented toward adult basic education academic upgrading or prevocational programs. The first section of the handbook, which focuses on the development of reading ability, discusses reading ability assessment and the developmental approach to helping readers improve that ability. Learning objectives in reading improvement, reading for special purposes, and reading and responding to literature comprise the second section. The third section reviews 18 strategies for teaching reading improvement, grouping them in categories similar to the objectives section and making specific reference to materials in the instructional and professional resource sections. The instructional resources section comprises annotations on over 50 commercially published texts and workbooks, including some audio-visual materials. The annotations provide detail on format, cost, readability, adult appeal, topics, and special features. The final section of the handbook provides professional references that were mentioned in the strategies section as well as other selected references in adult learning and reading instruction, government publications, and periodicals. Publishers' addresses are listed, with Canadian addresses included wherever possible. (HOD)

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READING DEVELOPMENT

A RESOURCE BOOK

for

ADULT BASIC EDUCATION

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Copies of this publication can be ordered from:

Publication Services Branch
Ministry of Education
878 Viewfield Road
Victoria, B.C. V9A 4V1

Telephone: 387-1411 Cost: $2.00

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ACKNOWLEDGMENTS

The Ministry of Education gratefully acknowledges the work of the following people who have contributed to the production of this resource book:

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The Ministry also acknowledges the cooperation of the various institutions in making resource people available for the project.

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TO THE INSTRUCTOR

This resource book is one of a series of curriculum publications of the Continuing Education Division of the Ministry, for use in adult basic education (ABE) programs in British Columbia. It is an important step in operationally defining the ABE curriculum, without restricting the scope of instructors or institutions engaged in the adult education enterprise.

Those who may not already be familiar with the other key publications in this series may wish to refer to the following:

Adult Basic Literacy Curriculum and Resource Guide (1980)

Adult Basic Literacy Assessment Kit (1981)

English as a Second Language for Adults: A Curriculum Guide (1981)

English as a Second Language for Adults Curriculum Guide: English for Work (in press, 1982)

ABE English and Communications Curriculum Guide (in press, 1982)

The first two publications provide goals, objectives, resources and assessment guidelines for the area of adult basic or functional literacy. The ESL guides provide a curriculum framework for the functional needs of the second-language learner at all levels.

The ABE English and Communications Curriculum Guide, however, is the one most closely related to this resource book. The Guide focusses on the development of writing, speaking, listening, viewing and reading beyond the basic literacy level. For each of these areas it defines a goal and objectives, and recommends curriculum designs and resources.

It is the task of this Reading Development Resource Book to provide additional breadth and depth to the curriculum framework established in the Guide. It is hoped that similar resource books may be produced for other curriculum areas.

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PURPOSE

Of the basic communication skills, reading has been consistently identified as essential to adult learning and development in Adult Basic Education programs. A proficient level of reading competence is also expected of many adults engaged in vocational, career, technical and academic study. While reading development is usually a part of most ABE programs, there have previously been few provincial curriculum guidelines or resource lists beyond the basic literacy level.

This resource book is one contribution to 'filling the gap'. It is an instructor's handbook, providing practical resources for planning and teaching reading development courses, units or lessons.

The objectives, strategies and resources contained in the book are generally oriented towards ABE academic upgrading or pre-vocational programs. However, it is hoped that instructors in college reading and study skills, English language training courses, and learning centres serving a wider population may find material of value in these pages.

Finally, it should be noted that this resource book does not prescribe a required curriculum for reading development. Nor does it restrict the instructor in any way to the lists of selected teaching strategies or published resources. Rather, its authors present it as a useful start to a new round of exchanging ideas and approaches among instructors across the province.

OVERVIEW

The Development of Reading Ability is the first section of the resource book. It sets a context for the following section with brief discussions of the assessment of reading ability, and the developmental approach to helping readers improve that ability.

Learning Objectives in reading improvement, reading for special purposes, and reading and responding to literature comprise the second section. Instructors can draw on these objectives to design and evaluate courses, units or lessons in reading development. Together they constitute a general scope of adult reading instruction beyond the basic literacy level, but do not imply a preferred sequence.

Instructional Strategies are next outlined in a section which reviews eighteen strategies for teaching reading development. They are selected from a wide range of teaching approaches common in adult and secondary reading instruction. All are adaptable to the varying characteristics of individual students and classes, instructor styles, and to available materials. The strategies are grouped in similar categories to the objectives section and specific reference is made to appropriate materials in the instructional and professional resources sections.

Instructional Resources are featured in the next section. This section comprises annotations on over fifty commercially published texts and workbooks, including some audio-visual materials. The annotations provide detail on format, cost, readability, adult appeal, topics, and special features. The entries are also cross-referenced to the objectives section. The section concludes with materials 'from the learner's world', a short list of texts that might be used as a low-cost 'starter' set, and the Fry readability graph.

Professional References constitute the final section of the book. Included are sources referred to in the strategies section, as well as other selected reference sources in adult learning and reading instruction, government publications and periodicals.

Publishers' Addresses are listed, with Canadian addresses wherever possible.

THE DEVELOPMENT OF READING ABILITY

Once people have achieved that fundamental base of reading ability that we call 'basic literacy', they have the potential to embark on a myriad of new journeys. These are journeys of intellectual exploration, growth and development.

Most adults probably achieve this development of reading ability simply through the reading they do in the normal course of their work and leisure. They will likely develop the skills of literal, inferential and critical comprehension without even knowing that such is their 'learning objective'. Without any machines or stop-watches, they may well develop a rate of reading that habitually varies with the type of material being read and the purpose for reading. Similarly, the majority of adult readers have developed, through interpersonal communication and from the media, the vocabulary they need to understand most of their chosen reading. And finally, most of them have developed special ways to apply reading ability to its many and varied contexts. In summary, experience is often the best (reading) teacher.

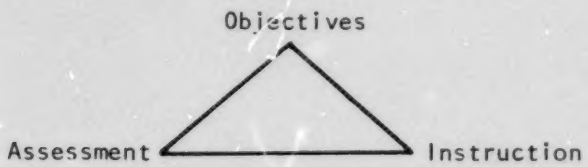
A number of adults, however, have chosen for one reason or another a different route to the development of reading ability. For them, the adult education program offers opportunity for new approaches to learning. Our purpose, then, is to chart a course that will help these adult readers develop and grow in their ability to understand the ideas of others.

A 'developmental' approach to reading instruction differs in some important ways from a 'remedial' one (the reader has a problem and needs a remedy); it diverges from a 'clinical' approach (the reader has symptoms of a problem which calls for a diagnosis and probably a prescription); in fact, it is really out of tune with virtually any 'deficit' concept (the reader is 'in the red' and needs to get a subsidy of some kind to balance the books). On the other hand, it is quite in harmony with the 'developmental task' concept of adult education, which recognizes that adults have specific learning needs at particular stages of the adult life cycle.

Broadly, then, this developmental framework is the one in which the objectives, instructional strategies and resources of this handbook are presented.

It is foreseen that the objectives presented in the first section will fulfil two functions in a reading development course or unit. They may not only define the specific focus of instruction, but may be equally useful in the assessment of reading ability,

The three elements of objectives, instruction and assessment are sometimes illustrated as a 'golden triangle':



The triangle depicts the interdependence of the 3 elements. For instance, the objectives not only provide a context for assessment but also provide direction for instruction. Assessment provides a measure of how well instruction is helping a learner to achieve objectives, and so on.

The next section of this handbook features a very large number of specific learning objectives grouped under the broad categories of comprehension, vocabulary, rate and reading for special purposes. However, this is not just another "skills list", which if added together can be considered to define reading. Reading is much more than the sum of its parts.

Reading researchers and specialists, in fact, are probably now closer than ever to some kind of resolution of a long-standing debate over the nature of the reading process; i.e. is it a 'holistic' process which belies separation, for instance, into skills, clusters and sequences? Is it a combination of skills which ideally are learned in some logical order? Or some combination of the two positions?

The approach of this resource book is that both theories contribute to an understanding of what happens when adults read. Adult education instructors continually recognize the overwhelming importance of learners' background --that rich resource of memories, associations, and experiences to which they can relate new learning. What the brain brings to the printed page far exceeds the information that the eye takes from the printed page to the brain.

Assessment

Turning to assessment, a holistic view of reading certainly leads to a realization that we should observe what readers actually do when they read longer passages of text. We should not only have them read continuous material of different types and check on their comprehension, but also observe and talk with them about what they have read and how they have read. This interchange is the core idea of the informal reading inventory as outlined in several of the professional references later in this book. Standardized tests commonly in use in ABE reading programs have also been listed. They may have their greatest use in:

- Initial broad assessment in order to place student at approximately correct level of material - especially for larger groups of students.
- One element in individual assessments used along with informal reading inventories, etc.
- Pre-and post-testing as one measure of average group progress in a course.

Clearly, both informal and standardized assessments may contribute to an understanding of an adult's reading ability. However, there is much more information on the art and science of reading assessment than can be adequately covered in a resource book of this nature, with its primary focus on instruction. It is hoped that an assessment resource kit similar to that recently produced for adult basic literacy will soon address this particular need.

At this stage, however, it must be stressed that an instructor needs to establish the independent, instructional and frustration levels of a reader, using informal reading inventories. Reading improvement can only take place when interesting, relevant materials at the right level are matched to the actual reading capacities of students.

Instruction

Ideally, materials for instruction should parallel the kind of reading that adults do in normal living. They will include the printed material needed to cope with the adult roles of citizen, family member, worker, consumer and member of a community. For many, reading will be a lifelong recreative activity. One has only to observe ordinary people in bus stations, or beaches, in trains, planes, and waiting areas, to see that reading (fiction and non-fiction paperbacks, magazines, newspapers) is a major way to spend leisure time.

It might be a contradiction of this observation to collect reading passages and bind them together in texts, 'workbooks', or 'kits'. Instructors in many subject areas, in fact, often help students improve their reading ability without ever requiring them to open a workbook or do an 'exercise'. Most instructors, moreover, have found practical ways to balance 'instructional material' with the 'real reading' of daily adult living.

These, then, are the kinds of considerations about reading development and reading instruction which have guided the writers of this resource book in their selection of objectives, strategies and resource. And this is quite enough philosophy for a resource book. It is time to move on to specifics.

LEARNING OBJECTIVES

LEARNING OBJECTIVES

The purpose of this section is to define the scope of the adult basic education curriculum in Reading Development. The learning objectives listed here span a range from the end of adult basic literacy to at least secondary school completion. Appropriate selections of the objectives would be suitable for courses such as ABE/BTSD levels 3 and 4, College Foundations or English 10-12 in the adult secondary program. They may also be used to define the content of specific courses such as Developmental Reading, Reading Improvement, Reading and Study Skills, and others. The aim has been to present a curriculum for a wide clientele of adult learners seeking to develop their reading ability.

Criteria for including objectives in this list were:

1. Their appropriateness for adult learning.
2. Consonance with the various roles of the adult in everyday life, such as family and community member, worker, consumer, citizen, learner.
3. Reflection of current knowledge and trends in the teaching of reading.

The major sources from which reading objectives were selected and adopted are listed below. It should be noted that the choice of which objectives are appropriate to specific courses or levels of achievement is left to the judgment of instructors. While the objectives have been categorized and numbered for easy reference, this system does not indicate either sequence or priority.

SOURCES

Barrett, Thomas C. "Taxonomy of Reading Comprehension." In Smith, R. and Barrett, T.C. Teaching Reading in the Middle Grades. Reading, Mass.: Addison-Wesley, 1976.

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Generic Skills: Keys to Job Performance. Ottawa; Canada Employment and Immigration Commission, 1978.

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Niles, Olive S. and others. Tactics in Reading. Clenview, Ill.: Scott Foresman, 1965.

Strang, Ruth. "Sequential Aspects of Reading Development." In Melnick, A. and Merritt, J. (Eds.) Reading Today and Tomorrow. Milton Keynes (U.K.): Open University, 1972.

Stratemeyer, F. and others. Designing a Curriculum for Modern Living. New York: Columbia University, Teachers College Press, 1957.

LEARNING OBJECTIVES

A. READING IMPROVEMENT

Comprehension

1. Read in thought units, to make sense of text, to reconstruct the meaning intended by a writer.
2. Identify a writer's stated or implied purpose.
3. Identify major ideas and supporting detail that is explicitly stated.
4. Interpret probable meaning when it is not directly stated.
5. Relate reading to previous experiences and present knowledge integrating new understandings as they are examined.
6. Recognize or infer sequences of key events, comparisons and contrasts, cause-effect relationships.
7. Predict likely outcomes or sequels of a narrative or exposition.
8. Identify or infer a writer's point of view, attitude to a subject or audience, and underlying assumptions.
9. Distinguish between fact and opinion, logical and illogical arguments, objectivity and prejudice.
10. Recognize one's own attitudes which may affect comprehension.

Vocabulary

11. Build a broad reading vocabulary, developed through experience in reading a wide variety of material rather than the study of word lists.
12. Develop a range of word identification skills for independent reading, including use of context and word structure.
13. Using a dictionary or glossary, find the meaning of unfamiliar words; recognize the additional information about words that a dictionary provides; expand and vary vocabulary by using a thesaurus.

Rate

14. Adjust reading rate and approach to suit purpose for reading, and difficulty of material.
15. Skim to determine whether material is relevant to purpose; to gain a rapid overview of nature and content of material.
16. Scan to locate specific information, especially detail.

B. READING FOR SPECIAL PURPOSES

Reading to Learn*

1. Know how to apply several study techniques such as: surveying, questioning, underlining, memorizing, structured note-taking.
2. Locate and use a variety of resources to obtain information on a topic, including access by library catalogs, bibliographies and the help of resource people.
3. Select the textbooks, encylopedias, periodicals and other print materials most likely to yield required information.
4. Use book features such as table of contents, chapter headings, summaries and indexes as aids to efficient, purposeful reading.
5. Interpret data, graphs and charts to learn information and understand relationships; use atlases and maps.

Reading for Exam Preparation*

6. Understand purpose and structure of examinations for certification, entry prerequisites, union affiliation, etc.
7. Distribute reading, writing and problem-solving time effectively under exam conditions.
8. Understand and follow directions commonly used in test items, especially key words.
9. Apply skimming and scanning techniques in reading test material.
10. Understand and respond appropriately to different types and forms of questions (e.g. knowledge, inference; essay, multiple-choice).

Reading for Work or Career/Vocational Education*

11. Read resource materials relating to job search or career exploration.
12. Locate and interpret information about work tasks; materials and equipment; methods, procedures and directions; operating manuals, and similar documents.
13. Read forms, notes, letters, memos and reports.
14. Read and interpret charts, data tables, graphs related to vocation.
15. Acquire specialized vocabulary used in jobs or training.

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* Many of these objectives can best be met by applying the skills to the study of other subjects. Thus, vocational, career and academic instructors can provide continuing opportunities for students to apply and develop these language skills.

Reading as Family Member and Consumer

16. Locate information in telephone directories/yellow pages, store directories, timetables, maps.
17. Interpret and evaluate advertising; locate information and understand key ideas in consumer guides, reports and similar consumer education materials.
18. Read manuals and diagrams relating to household appliances, equipment, automobile care.
19. Read and understand warranties, guarantees, sales and rental contracts, loan and credit applications, insurance provisions; resource materials concerning health and nutrition, travel, community services and resources, entertainment.
20. Help children and other family members to select appropriate reading; select materials for a home library.

Reading as a Community Member and Citizen

21. Read to answer questions, solve problems, understand developments and events outside the immediate environment.
22. Read information about ways to access government services, influence government policies, make representations, etc.
23. Read and understand information and ideas relating to role as a voter.
24. Evaluate information and ideas from newspaper and magazines.
25. Read newsletters, minutes of meetings and other material relating to political or religious groups, clubs, unions or other interest groups.

C. READING AND RESPONDING TO LITERATURE

Reacting

1. Perceive and value reading as a means of access to the ideas of others; as a stimulus to thinking about what ideas to accept, to reject or to examine further; as a satisfying form of study or recreation.
2. Enjoy sharing with others one's opinion, impressions and feelings about what one has read.

Describing

3. Understand and describe, at a literal or factual level, the main elements of a story, drama or poem: setting, characters, plot, theme, atmosphere.
4. Understand and describe the main elements of a work of non-fiction: main idea, key details and supporting information, method of development.
5. Acquire the specialized vocabulary used in the study of literature.
6. Distinguish among the major genres of fiction (e.g. short story, novel, poetry, drama) by identifying their key characteristics.
7. Distinguish among the common forms of non-fiction (e.g. diary, autobiography, biography, essay, article, editorial) by identifying their key characteristics.

Discovering Relationships

8. Discover relationships between literature and life; between fictional situations and true life experiences; between the happenings, customs and beliefs of a past, future or remote setting and those of the contemporary world.
9. Recognize or discover relationships between characters in a literary work; how they interact and create the drama.
10. Recognize or discover relationships between the various key elements in a literary work, such as setting, characters, theme, writer's language and style.

Inferring

11. Draw Inferences from the explicit statements, actions and events in any piece of writing.
12. Recognize or discover more than one level of meaning in a work of literature (e.g. literal and symbolic; physical, mental, moral, psychological, philosphical).
13. Recognize a writer's point of view or bias, and the ways in which it is expressed.

Evaluating:

14. Compose, with supporting reasons, an evaluation of a work of literature or its film or video version.
15. Evaluate opposing or divergent reviews of a work of literature from an objective standpoint.
16. Understand that any piece of writing may evoke different interpretations and responses in different readers, and that these reactions may be equally valid.

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INSTRUCTIONAL STRATEGIES

INSTRUCTIONAL STRATEGIES

The instructional strategies outlined in this section have been selected because they are useful and well-tried. The list of strategies is not intended to be comprehensive.

The strategies represent a variety of approaches to reading instruction. Some are best for group work in the classroom, others are useful primarily for independent work. Most of the strategies may be used with 'content' materials, especially English, Science, Math, Social Studies or Citizenship readings. Adults taking courses for general interest can apply many of the strategies directly to the reading of everyday material.

It is anticipated that many instructors of subjects other than reading will find useful ideas in this section. Several of the strategies are particularly helpful for improving the study of text materials in science, social studies etc. Instructors may also find ways to adapt their own teaching presentations using concepts such as vocabulary pre-teaching, structured overviews and SQ3R.

For ease of reference, the strategies are arranged in the same categories as the objectives. They are cross-referenced to instructional and professional resources listed in the final section of this book.

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1. CLOZE PROCEDURE

A cloze passage is prepared by deleting words from a passage of prose. Usually words are deleted at regular intervals, typically every 5th word. Readers complete the cloze exercise by attempting to replace the deleted words. In doing cloze exercises, readers are actively working out a range of strategies for anticipating the meaning of sentences by using the various cues from the context, along with their own experience.

KEY OBJECTIVE: Comprehension.

PROCEDURE

1. Students are given a cloze passage with every fifth word deleted and instructed to read the entire passage. Reading right through the passage helps students to use context clues and information repeated elsewhere in the passage.
2. The cloze passage is read aloud, sentence by sentence, by the instructor or student. Students suggest words to fill the blanks. All responses which are grammatically possible and which make sense are accepted.
3. Students are helped to decide on acceptable responses and to reject unacceptable ones. Their reasons are discussed.
4. The cloze passage with students' responses is then compared to the original passage without the deletions. Discussion should deal with whether meaning is affected by a response, and whether the response is grammatically correct, e.g. "automobile" for "car" is acceptable because it does not change the meaning; "cat" for "car" is unacceptable because it does change the meaning, even though it is grammatically acceptable. The instructor should repeatedly point out the context clues which immediately surround the blank, and also those in other parts of the passage. The position of words in a sentence gives certain clues; e.g. a deletion that is the first or last word in a sentence limits the choice.
5. The instructor should point out that a cloze exercise involves strategies that are similar to those used in normal reading.

6. Once students understand how to do a cloze exercise, they can be given the following instructions for doing other exercises:

   (a) Read right through the passage;
   (b) Reread, filling in the blanks;
   (c) Think of reasons for the words chosen;
   (d) Compare word replacements with the original passage;
   (e) Be prepared to discuss both passages.

7. The following variations in the preparation of cloze passages can be made:

   (a) Delete particular types of words, e.g. nouns, verbs, adjectives, to teach certain grammatical points;
   (b) Delete parts of words, e.g. all the word except initial consonant, prefix, inflectional ending, etc;
   (c) Delete only first or last word in a sentence;
   (d) Delete words for which students must write synonyms.

Note: Instructors to whom cloze is a completely new idea will probably find it worthwhile to look over one of the texts below, to see 'how it's done' and then to try making up their own examples.

RESOURCES

Instructional

Cloze Connection

The Now Student

Reading Drills

Reading Effectively

Reading Efficiency

Reading Power Exercises 1 and 2

Professional

McKenna and Robinson (1980)

Robinson, H.A. (1978)

2. LANGUAGE EXPERIENCE ACTIVITIES

Language experience clarifies the relationship between speech and print in a way that makes it a useful teaching technique. The logic of language experience is: "What I can think, I can say. What I can say can be written and others can read it back. What others can read, I can read."

KEY OBJECTIVE: Comprehension, especially for less able readers.

PROCEDURE

1. Choose a topic. A topic will often arise from a student's experience.
2. The topic is discussed by a group. The choice of a topic can come before, during or after the discussion.
3. Ask students for words related to the topic, or that they might use when writing about the topic. Write the words on the chalkboard as the students call them out.
4. Students write about the topic.
5. Students share their writing by one or more of the following activities:
   (a) Read their own experience writing;
   (b) Read each other's writing;
   (c) Distribute a copy of each to all members of the class;
   (d) Write on overhead transparencies.

RESOURCES

Instructional	Photographs from magazines, newspapers, etc.
Professional	Kennedy and Roeder (1975)

3. READING STRATEGY LESSONS

The purpose of the reading strategy lessons is to help students to make better use of language and thought clues used during reading. Reading strategy lessons are based on the idea that there are universal reading processes used by all readers with varying degrees of proficiency in all types of reading material. The processes include:

1. Selection of appropriate and necessary language cues to predict or guess what will follow in the text.
2. Verifying the guesses.
3. Reprocessing language cues if the guesses prove to be wrong.

As the goal is to practice reading for understanding, the reading material should be interesting and significant to the reader. Course-related material which is interesting and reasonably easy for the student to read is ideal to use for strategy lessons.

KEY OBJECTIVES: Comprehension.

PROCEDURE

If you listen closely to a person reading aloud, you may identify an inefficient reader by some of the following characteristics:

(a) Omitting words they think they do not know;
(b) Substituting words that are incorrect grammatically or do not make sense in context;
(c) Reading word for word, using sounding-out techniques and often missing meaning;
(d) Regressing to make corrections when it is not necessary, e.g. if they read "can't" instead of "cannot", they will go back and correct;
(e) Overuse of word analysis techniques they were taught in school, e.g. depending too much on syllabication.

1. Assign cloze exercises and encourage readers to use the context to decide on meaningful words to fill the blanks. When a student makes a non-exact replacement which is incorrect grammatically or does not fit with the meaning of the context, it should be explained.

2. It is helpful to present students with a cloze exercise on an overhead projector. Discuss word replacements with the class, explaining the use of the context to decide on replacements which are correct grammatically and which make sense.

3. Present readers with a passage in which nonsense words replace significant verbs or nouns. Ask students to replace the nonsense words with real words.

   I could tell by the odour that the blik had just disappeared cround the corner.
   The blik came around every Tuesday morning to collect the garbage.

4. Give people a passage containing words which are incorrect grammatically and/or which do not fit with the meaning. They are asked to find the incorrect words, and give reasons why they are incorrect.

5. Have students prepare a passage similar to #4. They give the passages to other students, who are asked to locate the incorrect word and explain why they are incorrect.

6. Readers who habitually associate words in phrases that look or sound similar, e.g. was-saw, for-from, thought-through, should be asked to read or write passages which include one or both of the confused words.

7. When reading class materials, they should be encouraged to make judgments while reading, and to ask themselves questions like, "Does what I am reading sound right? Does it make sense? If not, how can I work out what this means?"

RESOURCES

Instructional	Cloze Connections
	Reading Efficiency
	Reading Power Exercises 1 and 2
Professional	Goodman and Burke (1980)

4. TYPES OF QUESTIONS

KEY OBJECTIVE: Comprehension.

The questions asked by an instructor play an important role in determining the kinds of thinking the students do. To develop good thinking skills, it is important for an instructor to ask different kinds of questions at different levels of comprehension.

Thomas C. Barrett has developed a 'Taxonomy of Reading Comprehension' which can be used as a very useful guide when developing questions. Barrett (1976) cites four levels of reading comprehension: literal, inferential, evaluative and appreciative, then divides them into sub-categories.

1. Literal comprehension requires the recognition or recall of ideas, information and events that are explicitly stated. Recognition tasks require readers to locate statements. Recall tasks require students to remember statements after reading. Literal comprehension is further divided into recognition or recall of details, main ideas, sequence, comparisons, cause and effect, and character traits.

2. Inferential comprehension requires readers to synthesize the literal content with their own knowledge to understand information that is implied but not explicitly stated. Inferential comprehension includes inferring details, main ideas, sequence, comparisons, cause and effect, predicting outcomes, and inferring character traits.

3. Evaluation requires the reader to make judgments about the content. Judgments include reality or fantasy, fact or opinion, adequacy or validity of treatment of a subject, appropriateness. They also include judging the worth or desirability of a character's actions.

4. Appreciation requires readers to be aesthetically sensitive to a work and react to the worth of its psychological and emotional elements. Appreciation includes emotional or "gut level" response to the content, identification with characters or events, reactions to the author's use of language, and response to imagery.

It is important to ask questions which cover as many levels of comprehension as possible. When dealing with a completely literal selection, questions should cover as many facets of literal comprehension as possible, e.g. details, main ideas, sequence, cause and effect.

5. INDIVIDUAL VOCABULARY DEVELOPMENT THROUGH WORD CARDS

It is important for adult readers to become self-directed and take the responsibility for their own vocabulary growth. A personal word collection can be very useful in encouraging them to develop their own vocabularies.

KEY OBJECTIVE: Vocabulary.

PROCEDURE

1. Students keep a stack of 3" x 5" cards on which to record new words.
2. They enter a new word on one side of the card as illustrated below.

Committed	
Context	points still need to be committed to memory.
Dictionary Definition:	consigned; done; entrusted.
Word in a new Sentence	Barbara felt committed to coach the team for another year.
Pronunciation:	com-mit-ted

3. They print the word on the other side of the card.
4. Make the following suggestions to students:
   (a) This is a method to help you develop your vocabulary knowledge well above its present level. You decide which words to learn. You collect the words when you have time available, not when you are busy or in a hurry.
   (b) This method involves reading widely, meeting new words and collecting the words you think will be useful in your personal collection.
   (c) Words can be collected from textbooks, from discussions with instructors and other students, from personal reading of magazines, novels, newspapers, and viewing T.V.

(d) Make sure the words you collect will be useful to you, e.g. collect vivid, expressive words that will be useful in your writing, and technical vocabulary.

(e) You may wish to set yourself a target of from one to five words per day, or a weekly or monthly target.

(f) Review your words:

(i) Play word solitaire: cover the meaning and test yourself.

(ii) Use "triple strength learning":

- Read the word;
- Say the word;
- Write the word and definition in sentence.

(iii) Give yourself tests. Pull out ten or twenty cards and test yourself on definitions and use in sentences.

(g) Take your cards everywhere: to class, to the library, on the bus, at home when you watch T.V.

RESOURCES

Professional — Thomas and Robinson (1982)

6. USING CONTEXT

Context, or the use of the language surrounding words to identify the words and find meanings, is extremely important in reading effectively and in developing vocabulary. The judicious use of context leads to independence in vocabulary growth.

Most readers do not use context as effectively as they could. Almost all students need help in using context, in judging when to use context and when to turn to the dictionary.

Students improve their ability to use context clues when they learn the different types of context clues.

KEY OBJECTIVES: Vocabulary and Comprehension.

PROCEDURE

Explain the following types of context clues. Use examples from texts and other class reading as they occur.

1. Restatement

   Many textbook writers deliberately restate the meaning of a word, especially a word that is being introduced for the first time in the text. Often, key words such as "or" or "that is" precede the restatement.

   A physiologist, or a scientist who studies life processes, was consulted by the team manager.

   Immunization causes the body to produce antibodies, that is, proteins in the blood, which produce immunity to micro-organisms or toxins.

2. General Knowledge

   Often our general knowledge, gained from life experience, or indirectly from reading or another way of learning, will give a clue to the meaning of a word. We know from experience how people or things act in certain circumstances.

   The driver of the pick-up was held to be culpable, as he did not give way to the car on the right.

3. Mood

The reader can often approximate the meaning of a word from the mood set by the author. The meaning of the unknown word must fit in with the mood whether it be happy, somber, frightening, ironic, etc.

The team was celebrating its win in the semifinals. Ecstatic sounds could be heard coming from the dressing room.

4. Example

Often there is an example nearby which illustrates the meaning of a new word.

Jim is irresponsible. He promised to go to his neighbour's house and look after her baby while she went to the store, but he forgot.

5. Summary

Sometimes the new word will summarize a situation. We can approximate the meaning of the word because we understand the circumstances that it summarizes.

Julie never gets mad at anybody. Her husband is often late for supper, but this doesn't upset her. Her boss sometimes yells at her, but she doesn't seem to mind. Julie is a very complacent person.

6. Comparison or contrast

The reader can get an idea of the meaning of a word by comparing it to an idea already known.

Tim is very good at rugby, painting and music, and his sister Susan is just as versatile.

RESOURCES

Instructional

Cloze Connections
Essential Reading Skills
Essential Skills
Keys to Reading and Study Skills
Reading Drills
Six-Way Paragraphs
Skill at a Time Series
Skills in Reading
Specific Skills Series
SRA Reading Kits

Professional

Thomas and Robinson (1982)

7. VOCABULARY STRATEGY:

HOW TO DEAL WITH A NEW WORD

Many students have learned several specific strategies for dealing with words, such as using context clues, word parts, using the dictionary, recording and reviewing new words through the use of word cards. However, when many of these students meet a new word they are not sure which of the procedures to use, in what order and under what circumstances. This strategy appears to be simple, but is highly effective and easily learned.

KEY OBJECTIVE: Vocabulary.

PROCEDURE:

1. Use the context to try to work out the meaning of the new word. Look for context clues such as restatement, example, summary or general knowledge.
2. If you cannot get enough information from context clues, look at the parts of the word. See if you recognize any part of the word. If you do, guess as much as you can from the familiar part or parts.
3. If you still do not understand the meaning as well as you would like to, use the dictionary. Then look back at the context, and note how the context fits in with the dictionary definition.

RESOURCES:

Instructional: Instant Vocabulary
SRA - Reading for Understanding

Professional: Thomas and Robinson (1982)

8. RATE AND FLEXIBILITY

Efficient readers read flexibly, adjusting their reading rate to the difficulty of the material and their purpose for reading. Much of the material we read can be read quite quickly with enough comprehension to fulfil our purpose for reading, e.g. magazine articles, the newspaper. Other material may need to be read slowly so that the reader can think through and understand difficult concepts. On other occasions, it may be better to skim faster over difficult material, in order to gain a more useful overview of its sense.

Many students read all material at the same slow rate, very often because they have never learned to read quickly. Such students waste a lot of time laboriously reading through material, comprehending and remembering every detail, when a brief survey would yield sufficient information.

It is important for students to learn to read rapidly. Being able to read rapidly gives them a choice of rates; they can then make a decision about how quickly to read material, taking into account how much information they need from the material and how difficult the material is.

There are two basic rapid-reading techniques: scanning and skimming. Scanning is looking rapidly over a selection to find specific information, such as a name or date. Typically, people scan phone directories. Skimming is looking rapidly through an entire selection, to get a general idea of what it is about. Typically, people skim articles in a newspaper.

KEY OBJECTIVE: Rate.

PROCEDURE

A. Scanning

1. Give students practice in finding the answer to one question in a selection:

What is the capital of Guatemala?
When did Sir John A. MacDonald die?
How far is it from Vancouver to Winnipeg?

Point out that they should move their eyes quickly through the selection, looking for a clue to the answer - in the above examples, a word beginning with a capital or numerals, and words from the questions - capital, MacDonald, Vancouver or Winnipeg.

2. Sharpen up scanning techniques as opportunities arise in class, e.g. to verify a statement, find a quotation, support an argument or locate a new word in context.

3. Scan a table of contents to find a chapter that may help to solve a problem.

4. Scan the index to find the page location of an item, then scan the page to locate the information.

5. When students need to research an assignment, have them scan a number of possible resources to decide which ones will probably be useful.

6. Have students scan topic sentences to locate the paragraph which contains desired information, then scan the paragraph to find the information.

B. Skimming

1. Skimming is the primary technique used in speed reading. It can be effectively taught as the survey step in SQ3R as the same techniques are utilized. Give the following directions:

   (a) Read the title;
   (b) Read the headings and subheadings;
   (c) As you move your eyes through the selection, read the first sentence in each paragraph;
   (d) Notice any important looking or key words or numbers, words that begin with capitals;
   (e) Look at any pictures and read the captions;
   (f) Read the last paragraph.

   When students have become reasonably skilled in skimming to survey, they should be given a selection with comprehension questions, then asked to skim the selection and immediately answer the questions. This is to illustrate that skimming can be used as a rapid reading technique.

2. Students should be given a chapter and allowed one minute to find as much information as they can. They then use ORL to put down as much information as they can remember (see page 38).

3. Students are given magazines. They are asked to choose an article, and skim it to see if it is worth reading. They are asked to give reasons for accepting or rejecting the article.

4. Students skim the editorial in a newspaper to find out the writer's point of view.

5. Students skim a news story to find out the answers to "Who? What? When? Where? Why? How?"

C. Rapid Reading a Novel

1. Alarm clock technique

(a) Students each choose a novel which is interesting and easy to read.
(b) Set a timer for a convenient reading time, e.g. 10, 20 or 30 minutes.
(c) Read quickly for the set time. Force a pace that is slightly uncomfortable.
(d) Write down the number of pages read on a card, which is then used as a bookmark.
(e) Repeat daily, each time trying to read more pages than the day before.

2. Paperback scanning

(a) Students choose a novel which is interesting and easy to read.
(b) Have students read the novel at 15 seconds per page. Use a stopwatch, and give a signal every 15 seconds (call page or some other appropriate word). Begin with a ten-minute period, and gradually extend it.
(c) After each reading, ask students to recall as many details as they can remember from the reading.
(d) Students will not comprehend much of what they are reading when they begin, but with practice they will gradually comprehend more.

RESOURCES

Instructional	Reading Drills
	Reading Skills
	Skimming and Scanning
	SRA Reading Labs (rate-builders)
	Timed Readings
Professional	Berger and Peebles (1976)
	Bowren and Zintz (1977)
	Thomas and Robinson (1982)

9. DIRECTED READING ACTIVITY

The directed reading activity lends itself admirably to content area lessons in which students have a reading assignment. It provides the instructor with a structure that includes preparing students for the reading, guiding them through the reading and providing follow-up activities.

KEY OBJECTIVE: Comprehension and Reading to Learn.

PROCEDURE

1. Develop the readers' background in both information and reading skills. Developing background information is emphasized because of the high value of relating new material to that which is already known.

   Some suggested activities are:

   (a) Review a previous chapter and/or related reading;
   (b) List new vocabulary words and deal with meanings in the context of the reading;
   (c) Review a comprehension skill such as outlining.

2. Preview and set purposes for reading. Use a survey technique for previewing. See the first two steps in SQ3R outlined elsewhere in this booklet. Purposes might include understanding literal information, or responding critically to main ideas. Students can be helped to set purposes before the reading by developing a list of questions to be answered.

3. Students read silently.

4. Students discuss the assignment or respond in some other way, e.g. answer questions at end of chapter, make up an outline.

5. Extend the activity, e.g. go on to next chapter, do follow-up reading.

RESOURCES

Instructional	PREP
	SRA Reading Labs
	Note: The strategy is readily applicable to almost any type of reading.
Professional	Burmeister (1978)
	Herber (1978)
	C. Smith and Elliott (1979)

10. REFERENCE SKILLS

Reference skills can be divided into two main groups: finding the book and finding the information in the book. The skills required to find an appropriate book which contains the right information are normally called library skills. The skills involved in finding the information within the book are called locational skills.

KEY OBJECTIVE: Reading to Learn.

PROCEDURE

1. Library skills

   It is important to get to know the library. Students should be taken to the college or public library and encouraged to spend some time there. They should know how the classification works, what reference books are there, what periodicals and newspapers are available.

   Students should learn three basic methods of finding material: using a catalogue or fiche, using other indexes such as the Reader's Guide to Periodical Literature, and browsing among the shelves. They should also be taught how to survey a book to see if it contains appropriate information: to look through the introduction and table of contents.

2. Locational Skills

   Students should be taught to use the table of contents and the index. They can be given questions to answer which necessitate using both. Similarly, students should know how to use a glossary.

   Once students have found the part of the book that contains the information they are seeking, the next problem is sifting through a chapter, a number of pages or a page to find the information. Students need to be able to use skimming and scanning techniques to locate information quickly.

   Recording the information efficiently is important. A good way to record the information is to use the ORL technique (see page 38). ORL enables the student to efficiently record information from several sources without repeating information. Bibliographic references should be kept on small cards.

RESOURCES

Instructional

Developing Reading Versatility

Dictionary Drills

Graphical Comprehension

Keys to Reading and Study Skills

Reading and Study Skills

Skimming and Scanning

Study Skills for Information Retrieval

11. SQ3R STUDY METHOD

Most students do not have an efficient, systematic method of doing textbook reading assignments. SQ3R is a technique designed to help students more through a text chapter using efficient and effective reading techniques.

Textbook chapters usually have a title, introduction, headings and subheadings, a summary, illustrations and questions or problems. The five steps of SQ3R fit naturally with these elements of a text chapter.

1. Survey.
2. Question.
3. Read.
4. Recite.
5. Review.

KEY OBJECTIVES: Reading to Learn, Comprehension.

PROCEDURE

1. Survey

   The object of the survey is to obtain an overview of the chapter content. When surveying, students should move logically through the chapter, looking for answers to the questions. "What is this chapter about?" and "What does the author tell us about this subject?"

   In surveying, students should read the introductory paragraph, headings and subheadings, the summary paragraph, and the questions at the end of the chapter, if any. They should also look at any pictures and captions. When surveying a paragraph or selection which does not have subheadings, it is often useful to quickly read the first sentence in each paragraph.

   See also the strategy outline for Rate and Flexibility which describes the techniques of scanning and skimming (pages 28-30).

2. Question

   Students should ask questions based on what they found out from the survey.

The general thrust of the questions is "What more will I find out when I read the chapter?" The Question step gives direction to the reading. It helps the reader to actively look for information, rather than reading aimlessly. The simplest way to question is to take each heading and subheading and turn it into a question (see p.

3. Read

Students read through the chapter, looking for answers to the questions posed in step 2. With specific questions in mind, students tend to move fairly rapidly through the chapter.

4. Recite

Students think about their reading and try to answer the questions they formulated, in their own words. This can be done throughout the reading as students find answers to their questions.

Part of the Recite step should be to make brief notes. Notes could be made along the lines of the Structured Overview (see page 36).

5. Review

Students should review their notes and attempt to recall the main points and supporting details of the chapter.

RESOURCES

Instructional	Learning to Learn Reading and Study Skills SRA Reading Labs -and may be applied to any textbook.
Professional	Burmeister (1978) F.P. Robinson (1970)

12. STRUCTURED OVERVIEWS

The structured overview is a systematic method of presenting key concept words prior to reading a passage from a textbook. A diagram is developed to show how the concepts relate to one another. The overview serves as a point of reference as students read and study the chapter.

Structured overviews are intended to:

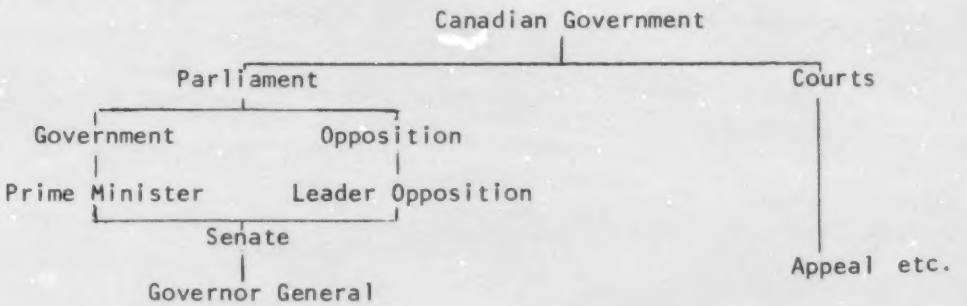
1. Provide a framework for teaching the vocabulary of a content reading assignment;
2. Provide students with a framework to show the relationships among important concepts.

KEY OBJECTIVES: Reading to Learn, Vocabulary, Comprehension.

PROCEDURE

1. Preparation
   (a) From the reading selection, select the major concepts which students will need to understand.
   (b) Decide which key words help to describe or explain each idea.
   (c) Arrange key words in a diagram to show interrelationships.

   e.g.



   (d) Add ideas and words learned in previous units.
   (e) Evaluate overview. Look at it, and try it out.

2. Present the overview, either on the chalkboard or an overhead transparency.
3. Follow-up. Use the overview as students read through the chapter. Relate important words and ideas to it as they are encountered.
4. Once readers understand the value of the structured overview, ask them to prepare structured overviews of their own in preparation for study-reading.

5. There are several possible variations of this strategy. For example, see "Organizing Reading for Learning" (page 38).

RESOURCES

Instructional	Be a Better Reader
	SRA Reading Labs
	Use Your Head
	Almost any content area textbooks
Professional	Tierney and others (1980)

13. ORGANIZING READING FOR LEARNING (ORL)

A structured overview for study-reading

A procedure for students to use to organize reading material through notetaking for later learning or written reports is presented here.

1. Write the main idea in the middle of a blank page. (Turning the page sideways allows for better use of space.)
2. As you discover subordinate ideas, write them anywhere on the page and connect them to the main idea by a line.
3. Write details under the appropriate subordinate ideas.

   Several advantages are associated with writing the ideas in this type of spatial arrangement.

   (a) Understanding the relationships among the main idea, subordinate ideas, and relevant details is simplified.

   (b) Adding new details or subordinate ideas is easy.

   (c) The order in which the ideas and details are written down is not important. This makes ORL notetaking easy, especially when making notes from more than one source.

   (d) Having notes on an entire topic laid out in this way helps the readers to gain an overview.

   (e) The ORL procedure is simple to follow and easy to learn.

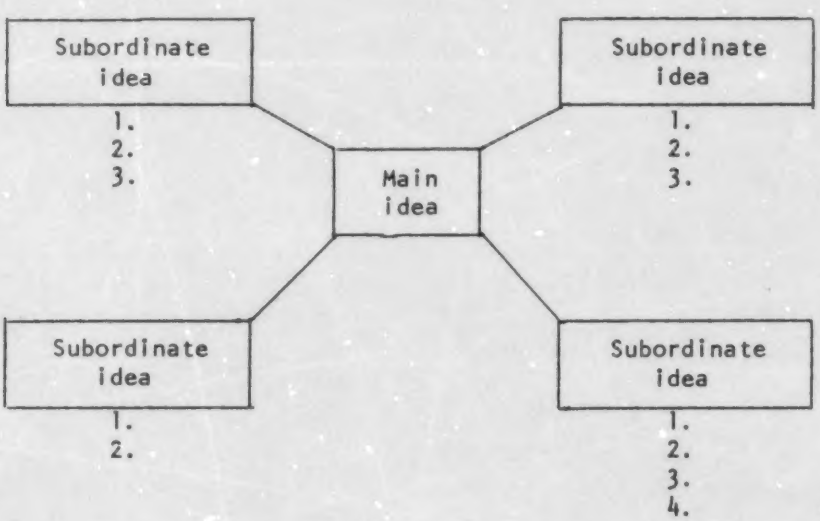
Uses of ORL

1. Memorizing. After reading a section of work to be memorized for a test or for some other reason, the reader can write as much as she/he remembers in this form. On rechecking the material, it is very simple to ascertain which points still need to be committed to memory. The reader then rereads the material, fills in more points on the sheet, and so on.
2. Using the 'Recite' step of the SQ3R study method, students who have been taught the SQ3R or a similar study method formula, find that using ORL greatly improves their efficiency in summarizing and notetaking.
3. Taking notes for an assignment. After preliminary skimming of one source, the reader writes the main idea in the centre of the page. During a thorough reading, she/he then writes down subordinate ideas and details. When reading additional sources, any new subordinate ideas and details are written in the appropriate places.

When the notetaking has been completed, the main idea is given the number one and the subordinate ideas are given numbers appropriate to the order in which they should be logically stated. The main idea becomes the introductory paragraph, and each subordinate idea becomes the topic sentence of a paragraph, the remainder of which is composed of the supporting details.

4. Writing a longer assignment. When writing a term paper or a thesis, students can use the ORL procedure as an overall plan. Each subordinate idea can then be written as the main idea on a separate page and serve as the beginning of a chapter plan. Many of the details then become subordinate ideas, each with its own supporting details.

ORL fulfills the requirements of a good notetaking system as propounded by Robert A. Palmatier ("A Notetaking System for Learning," Journal of Reading, Vol. 17, No. 1, October 1973, pp. 36-39). First, the system is easily learned. Second, it is sufficiently flexible for any material. Third, ORL facilitates learning of the material recorded. Fourth, it can be adjusted to parallel the format in which the information learned is to be recalled. ORL is practical for students in any content area, and is an extremely effective remedial technique.



(From: W. Graham Mallett. "Organizing Reading for Learning" Journal of Reading, Vol. 22, No. 2. (November, 1978), 104-105.)

14. STUDYING A NOVEL

The novel is thought by many to be the best genre to use to introduce students to the study of literature. Students are accustomed to the narrative form. Most reading that they have done has been in narrative text materials. Students are more likely to be familiar with the novel than other narrative forms, such as the short story or biography. Novels are on display in every drugstore and many other places. A novel is often easier to understand than a short story because it is not as condensed. Above all, novels of varying difficulty, length and topic are readily available.

KEY OBJECTIVES: Reading and Responding to Literature.

PROCEDURE

The following list of strategies was suggested by Robinson (1978) for small groups of students to use with novels they have chosen themselves:

1. Recall the characters as they appear or reappear in the story, remembering some characteristics and not confusing them with one another.
2. Remember where in the plot the thread was broken, and connect it when it is resumed.
3. Keep the sub-plots separated.
4. Recognize the relationship of the sub-plots to the main plot by the middle of the story.
5. Understand the motives of characters and recognize their influence on events.
6. Briefly summarize the story.
7. Recognize the problem, the climax, and final resolution or solution of the story.
8. Discuss with other students characters, events, plots, theme, etc. at intervals during the reading and after the reading is completed.
9. Evaluate the aspects of the novel separately: setting, plot, theme, characters, style, and the novel as a whole.
10. Apply the strategies to viewing a movie or TV program.
11. An additional list of suggested activities for book reports follows (page 41).

15. SAMPLE BOOK REPORT QUESTIONS

(Adaptable to group or individual, oral or written report)

1. Comparing:
   (a) With what character in your book can you identify yourself? Explain how and why you can compare yourself with the character.
   (b) What situation in the book makes you think of a situation you have faced? Compare them.
   (c) What were some of the qualities about the main character you admired? What were some you did not admire?
   (d) Compare the hero or heroine in the book with someone you admire. What qualities do they both possess?
2. Summarizing:
   (a) Write a summary of the message you think the author wished to convey from the plot.
   (b) Summarize four major events that led to the conclusion of the story.
3. Imagining:
   (a) What do you imagine could have been another ending for the book? Do you think your ending would have made the story better? Why? Why not?
   (b) From your story you can imagine the kind of person the author is, e.g. likes and dislikes. Write a paragraph of eight sentences explaining what you think he/she is like.
4. Observing:
   (a) Your book is non-fiction this week. Why do you think the author organized data and ideas the way he/she did? Do you think he/she could have begun differently? How? Why not?
   (b) Change the crisis in the story to just the opposite. How do you think the story would have ended?
5. Interpreting and criticizing:
   (a) Suppose the main character had not met the challenge set before him by the author. What do you think might have happened? Explain why you think the way you do.
   (b) There is some part of the book you do not understand or with which you do not agree. Explain what you think the author should have done to make the book more interesting.
6. Collecting and organizing data:
   (a) Outline the introduction, body, and conclusion of the book.

(b) Write an outline showing how the author made a step-by-step progress to the climax of the story.

(c) Organize the time sequence in your story from the introduction to the conclusion.

7. Looking for assumptions:

(a) There was one part of your story in which the outcome surprised you. Why do you think the author made the story happen this way?

(b) From the type of book the author has written what kind of person can you assume he/she is?

8. Hypothesizing:

(a) What do you think would have happened in your story if the villain had not been able to meet the challenge set before him by the author?

(b) Hypothesize how the author would have made the story different by making the leading character a weak one.

9. Criticizing:

(a) Criticize the book you read, its strengths and weaknesses.

(b) If you had to do over again, would you have chosen a different book from the one you chose this week? Why?

10. Interpreting:

Interpret situations in this book with problems and situations you have faced or do face in your own life. Tell how some problems that were solved in this book might help you solve future problems.

11. Decision-making:

(a) What message did you get from your book that makes you glad you have read it? If you do not think the book was worth the time you spent reading it, explain why.

(b) Decide how situations in this book will help you in your own life.

12. Investigation:

(a) What topic was mentioned in this book that you would like to find out more about? In a paragraph of at least eight sentences explain how and why you would do this. Do not repeat your ideas.

(b) Find out something about the author's life. Often you can find out something about him/her on the cover. Now tell why you think the author writes this particular kind of book.

13. Designing:

    (a) Pretend you are planning a stage production of your book. Make a stage plan for Act I, Act II and Act III.

    (b) Divide Act I, Act II and Act III into two scenes. Design a stage setting for each scene.

14. Relating:

    (a) Relate an incident, a character or an emotion in the story to one from your own life experience. Does one help to explain the other? How?

    (b) Is there an issue, a problem or a conflict of values raised in the story that relates to a situation in your community, or to the world in general? Here are some examples of common themes in modern life: find one in this list (or choose one of your own) which relates both to the book you have read and to some issue that may interest you:

war and peace	truth
competition and cooperation	beauty
material and spiritual values	honour
challenges of life	success
turning points	failure
crises and solutions	happiness
reality and fantasy	fear
ecology	death
technology	inspiration
humanity	goals
wealth	

16. TWENTY PRACTICAL IDEAS FOR USING THE NEWSPAPER TO TEACH READING SKILLS

KEY OBJECTIVES: Reading as a Community Member and Citizen

Advantages of the Newspaper:

1. adult
2. low/no cost
3. available
4. ties in with adult experience
5. local/personal interest and content
6. variety
7. different forms and styles of reading/writing
8. wide range of readability levels (from comics to political feature stories)
9. adaptable
10. a change from the textbook
11. a focus for other subjects - business, science, the arts, community problems
12. disposable

Disadvantages:

1. dates fast
2. no fiction
3. requires careful teacher preparation to use well.

IDEAS FOR READING EXERCISES:

1. Different purposes for reading: reading for details, finding facts, reading between the lines, and beyond the lines, reading to find the main idea, reading to find conclusions, reading to find associations with your own experience, reading to clarify an idea or the facts surrounding a local issue.

2. Reading for the 'Main idea': write headlines for news stories which have been 'decapitated'.
   - In a news story, the first sentence is usually the main idea; chop up paragraphs of a longer news story and give to students to rearrange in best order.
   - Read through a story and summarize the main idea in a sentence.
   - Find a headline that doesn't do a good job of telling the main idea, and rewrite it.

3. Reading for details: reporters are taught to use the 5 W's to guide them in writing a news story to include all the key details. Have students read through a story and list the What, Who, When, Where and Why details.

4. Sequence: read a story from the news pages; then turn it over and list the events in the order they happened.

5. Cause and Effect: list 3 news items in a column on the left; in the right-hand column list the effects that might follow from these causes; predict future story 'leads'.

6. Categorizing: collect 10-12 stories on a particular topic (e.g. accidents to people, stories about effects of weather) and classify them into different types.

7. Predicting: pick a picture that tells a story (maybe not the obvious one); cut off the caption and paste on reverse; reader writes two possible captions, then checks; were his choices equally possible from the information in the photo?

8. Facts and Opinions: what are the facts, which are the opinions? Identify each in (a) an editorial (b) a feature (c) sports page.

9. Identifying Persuasive Language: In an editorial or feature, identify words that persuade, colour, show attitude or value judgments.

10. Point of View: read two sports reports in different newspapers about the same event; identify differences in observations and opinions; if you saw the event, also, compare with your own.

11. Reading Charts, Graphs, Diagrams: (this area will usually need some instruction)
    . using graphs, tables, charts from any part of the newspaper: read off factual information (rewrite in sentences); make a comparison statement; make a contrast statement;
    . examples: sports tables, averages, records, weather maps, financial pages.

12. Recognizing Symbolism: editorial cartoons use symbols to represent ideas (e.g. dove = peace, skull = death or disaster). Go through a week's cartoons and list the symbols and their meaning (inferences).

13. Interpretation: remove the caption from a cartoon. Have a group of students write the best caption.

14. Vocabulary development: identify the specialised vocabulary or jargon of a particular field (e.g. finance, basketball, political campaign).

15. Word Analysis: look for long words: which ones have prefixes or suffixes or roots which provide a clue to meaning; which ones can you figure out just from the context; which ones would you <u>have</u> to look up in a dictionary?

16. For Flexible Reading Rates: skim the front page at a fast rate so as to just be able to name the main events of the four main stories.
    . scan the whole newspaper for stories originating in certain cities;
    . (working in pairs) one student picks a story in the middle of a paper, says only the main idea, the other has to find it in quick time.

17. For Study Skills: teach a step-by-step approach such as SQ3R (Study, Question, Read, Recite, Review) using a feature article.

18. Career Awareness: list all the different occupations of people in the news pages: categorize into 'would like to do/hate to do'.

19. Abbreviations: make a glossary of the special abbreviations used in classified advertisements: (e.g. real estate, jobs, cars).

20. Other Language Applications:

    Punctuation: Type up a news story removing all punctuation, including capital letters. Students rewrite in correct form.

    Writing: Find an interesting news item and write a short editorial about it;
    - Write a letter to the editor about an item in the news;
    - Write a letter to an elected official about an item in the news.

USING THE NEWSPAPER TO TEACH READING (and other) SKILLS

Here is a varied list of reading, thinking, study and other skills that may be taught, using the newspaper. The newspaper is an inexpensive, available source of high-interest reading material for adults. Its stories range from about grade 6 to 12 reading difficulty. Teachers should select stories which are at or below the student's level of reading to practice these skills. Choose only one or two skills to teach at a time. Reinforce through practice.

Details	Writing	Alphabetizing
Graphs/Tables	Spelling	Pronunciation
Key Words	Propaganda	Syllabication
Metaphors	Evaluating	Word Meanings
Synonyms	Chronological order	Outlining
Paraphrasing	Sequencing	Main Ideas
Scanning	Ordering	Composing Titles
Values & Comprehension	Generalizing	Selecting Answers
Styles of Writing	Concluding	Notetaking
Emotion-laden Words	Relating-Past/Present	Classifying
Following Directions	Time Relationships	Arranging
Index	Vocabulary	Summarizing
Abbreviations	Capitalization	Table of Contents
Symbols	Translation	Fact - Opinion
Cartoon Communication	Interpreting	Fact - Fiction
Context Clues	Map Reading	Comparing
Punctuation	Hypothesizing	Contrasting
Hyphenation	Collecting	Computation
Proofreading	Analyzing	Skimming
Sentence Patterns	Problem Solving	Relevant/irrelevant

RESOURCES

Professional

Henney, Maribeth. "Suggested Activities for Teaching Reading Through the Newspaper" (unpublished), Iowa State University - ED 109 616 (1975)

17. SUSTAINED SILENT READING

This might be described as a recreational reading strategy. It is designed, not to teach reading improvement, but to provide the opportunity to read materials of one's own choosing in a quiet environment, free of pressure to perform or produce.

PROCEDURE

1. Preparation

   Explain ahead of time what people will be doing during the activity, and how the reading period will be arranged. The key points are these:

   (a) Everybody, including the instructor reads on their own during a scheduled period each day - usually about 30 minutes. (In some programs, everyone in the building at 'reading time' joins in, including administrators, janitors, office staff and others).

   (b) Readers choose their own material. It is not to be work or study material. There are virtually no other restrictions. People should be reminded to bring their own reading, but the instructor should have some recreational material in reserve.

   (c) There are no interruptions during the reading period. This is really critical. Remember to take care of the phones and to advise the administration.

   (d) Students will not be asked questions or to report on what they have read. This is free reading, for enjoyment.

2. The Reading Period

   The period begins as soon as people have selected their reading material and any routine questions have been answered. After the first session students quickly settle down to the task. It is most important for the instructor to model the same activity as students, i.e. reading for enjoyment - not marking papers, reading or responding to memos etc. The instructor should also avoid circulating, monitoring or in any other way interrupting the reading activity.

3. Follow-Up

Essentially, the simple aim of this strategy is to demonstrate the value of reading as a leisure activity. After about a week of the reading periods, instructor and students might discuss how they all feel about the idea. Adjustments in length and scheduling of the period can be arranged. Adults may quite likely want to start exchanging ideas about what they have been reading. This may be encouraged, and will happen naturally anyway. Students should not of course perceive any obligation to report or discuss their leisure reading, any more than they would in everyday life.

RESOURCE

Professional Tierney and others (1980)

18. INDIVIDUALIZED READING

This is an approach to reading development which emphasizes student selection of materials, and self-paced reading activity. The instructor provides a wide range of fiction and non-fiction works, and provides structure for learning through small group discussion, individual book conferences and other forms of sharing ideas about what has been read.

PROCEDURE

1. Provide an ample supply and range of books from which to choose. This should extend across a diversity of interests, genres and levels of readability. The readability should range from one or two 'grades' below the least proficient readers to one or two grades above the better readers. If interests are already known, books on the same topic at different readability levels may be made available. Plan for an initial library of 3-5 books per class member. Paperbacks from wholesalers, second-hand stores provide an excellent and inexpensive source. Collections formed from student (or colleague) cast-offs do not always provide the best starter set but will be useful as supplements.

2. Establish guidelines for the individualized part of the reading program. There are many ways to do this, but it is usually preferable to set out in writing these specifics:
   (a) What the student is expected to do;
   (b) With what alternatives;
   (c) Within what time limits;
   (d) With what help; and
   (e) For what kind of 'credit' or recognition.

3. Set up a system for instructor-student book conferences or group discussion sessions, as well as a simple method of keeping track of students' reading.

4. Be prepared to make individual suggestions for specific areas of reading improvement as they arise from talking with students about their reading, e.g. vocabulary building, following a plot, reading speed and flexibility.

5. Look for alternative ways to share reading experiences, other than "book reports". Students should only be required to report on a part of what they have read.

INSTRUCTIONAL RESOURCES

INSTRUCTIONAL RESOURCES

The items in this annotated bibliography are arranged alphabetically by title, and contain the following information: title, author, publisher, distributor (if other than publisher), pages, price, readability, instructor guide, answer key, adult appeal, skills emphasis, topics and special features.

Prices are net, in Canadian funds whenever possible and valid for April 1982. They are listed mainly for comparative purposes and are subject to change.

Readability is given as a range, and in almost all cases, has been determined by using the Fry Readability Graph (see page 83): any items rating higher than grade 12 level have been indicated as 'college'. A range is also indicated where there are several books in a series (e.g. A-F, 2-6). Instructors are reminded that increased rate and confidence are often best developed using reading materials well within the capability of the reader; there is often much to be gained by use of easier reading for these purposes. Readability itself is a relative concept, and one which should be interpreted with caution. What an adult can read and understand is often more influenced by attitude, motivation and previous knowledge than by a 'measured readability'.

Special Features briefly describe content, format and any unique characteristics of the material. It will be noted that reading machines and other devices have not been listed. While they may be quite effective in stimulating interest and developing certain skills, they tend to be more costly and may be more difficult to obtain. Purchase of a set of reading machines should be recognized as a major capital investment, and one which should be carefully evaluated in comparison to other resources.

The resources listed in this section have been recommended by both practitioners and students. However, they are not the result of an exhaustive search of the literature: thus, there are undoubtedly other excellent resources that will have been omitted. It is hoped that future resource lists will build on the base established here.

Instructors may wish to adapt some of the materials in this list for the special learning needs of ESL, native students and youth groups. They are also referred to the specialized biographies that have been developed for those areas of instruction.

While all of these books contain valuable practice exercises, the best resources for instruction are often everyday materials from the learner's world. Suggestions for resource materials of this type are featured after the annotations. Also appended is a sample of how a low-cost 'starter' set might be put together; and finally, a readability graph is provided for instructors to use.

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ANNOTATED BIBLIOGRAPHY

ACROSS AND DOWN, Lawrence B. Charry, Scholastic, 1967. 64 pp. $2.45 Can.

Readability: 4-6 Guide: not necessary Key: separate $0.60

Adult Appeal: Medium

Skills Emphasis: Vocabulary

Topics: Index to puzzle subjects lists conjunctions, homonyms, opposites, prepositions, etc.

Special Features:
. Designed for underachievers with emphasis on vocabulary improvement;
. Crossword puzzles teach basic phonics and vocabulary;
. Dictionary and table of information included;
. Includes abbreviations, spelling and pronunciation rules.

THE ADVERTISEMENT BOOK, Stanley Skinner, Doubleday Canada, 1975. 153 pp. $8.00 Can.

Readability: 6-12 Guide: not necessary Key: not necessary

Adult Appeal: High

Skills Emphasis: Comprehension (Inf.).

Topics: Advertisements (mostly Canadian) and explanatory text.

Special Features:
. Mainly pictorial approach to critical reading;
. Explains and illustrates basic advertising appeals and methods;
. Questions encourage critical thinking and discussion;
. Interesting supplementary resource;
. Contains more pictures than verbal information but stimulates a critical approach.

ADULT READING: COMPREHENSION, Violet M. Malone (Editor), Scott Foresman, Gage, 1982. 64 pp. $3.30 Can.

Readability: A-F 2-6 Guide: available separately Key: in text

Adult Appeal: High

Skills Emphasis: Comprehension (Lit. & Inf.).

Topics: Four topics (People, Message, Cultures, Coping) stress life-related communications, societal problems, interpersonal relationships.

Special Features:
- The program is organized into four topic strands: People, Message, Cultures, Coping. Each strand contains six books, levels 2 to 6 (A-F) dealing with comprehension
- May enter according to topic, level, skill. Use other strands for reinforcement;
- Short selections followed by questions and a section for relating learned skill to life experience;
- Instructor guide includes material on the adult learner and on adult learning disabilities. Prepared by Alan Knox, this section offers valuable insights;
- Separate instructor guides for military and corrections educators;
- Easy materials are useful for building confidence.

BE A BETTER READER, (2nd Canadian Edition) Nila Banton Smith, Prentice-Hall, 1975. approx. 140 pp. $2.50 Can.

Readability: Book 1-grade 7 Guide: Separate Key: in guide
" 2- " 8
" 3- " 9
" 4- " 10

Adult Appeal: Low-medium

Skills Emphasis: Vocabulary, Comprehension (Lit. & Inf.), Study Skills, Rate.

Topics: Generally pertinent to Junior Secondary Curricula. Literature, History, Geography, Mathematics in a Canadian setting.

Special Features:
- Intended for developmental and remedial use in secondary schools;
- Designed to develop the special skills needed in reading in the major content fields;
- Explanation of skills followed by practice.

BEST SELLING CHAPTERS, Raymond Harris, Jamestown, 1979 493 pp. $8.00 U.S.

Readability: 9 - Adult Guide: not necessary Key: in text
Advanced level

Adult Appeal: High

Skills Emphasis: Comprehension (Lit. & Inf.)

Topics: Selected chapters from best selling books; lessons on plot setting, characters, tone, symbolism, historical novel, etc.

Special Features:
- Text-workbook using chapters from 15 best sellers, including Roots, Ragtime, Deliverance, The Godfathers, Hawaii;
- Teaches essential aspects of literature, including plot, setting, characters, etc;
- Followed by comprehension questions, discussion guides and an optional writing exercise;
- Match with Comprehension Skill Series (Jamestown).
- Middle level, 6-8, new in 1982, uses chapters from 10 novels for young adults: To Kill a Mockingbird, Anne Frank, The Hobbit, Of Mice and Men.

CLOZE CONNECTIONS, Richard A. Boning, Barnell Loft, 1981. 60 pp. Booklet-$3.25 U.S.

Readability: Books: C-1 Guide: Key: in set
Level: 3-9

Adult Appeal: Low. Intended for children (e.g. topic "pets") but not objectionable for adults.

Skills Emphasis: Comprehension (Lit. & Inf.)

Topics: Geography, biology, science, disease.

Special Features:
- Seven books to improve reading comprehension;
- Cloze procedure with two blanks per paragraph requires student to use semantic and syntactic clues to identify the exact words from a choice of four;
- Spirit master, for duplicating worksheets on which student records answer, is included in set;
- Easy access to single units.

COLLEGE READING AND STUDY SKILLS, Second Edition, Nancy V. Wood, Holt, Rinehart & Winston, 1982. 271 pp. $13.00 Can.

Readability: 8-college Guide: none necessary Key: included in text

Adult Appeal: Medium

Skills Emphasis: Study skills, Rate.

Topics: Skills for study at college: reading, writing, listening and speaking.

Special Features:
- Text emphasizes basic communications in an academic setting, including:
  1. Taking lecture notes;
  2. Reading textbooks;
  3. Taking exams;
  4. Writing papers.
- Twenty chapters take approximately 30 minutes each to read;
- Each chapter has objectives, numerous examples and a summary;
- Exercises include chapter questions, application of skills and checklists for self-evaluation;
- Includes skills in organizations, concentration and memory.

COMPREHENSION CROSSWORDS, Lawrence B. Charry, Jamestown, 1979. 24 pp. $9.00 U.S.

Readability: Books: 1-10 Guide: none necessary Key: included in text
Level: 3-12

Adult Appeal: Medium-high

Skills Emphasis: Vocabulary, Comprehension (Lit. & Inf.)

Topics: General

Special Features:
- Reusable spirit duplicating masters in each book;
- Ten books of 24 puzzles each;
- Designed to teach specific reading and comprehension skills:
  1. Drawing conclusions;
  2. Following sequence;
  3. Using context;
  4. Seeing relationships;
  5. Understanding figurative language;
- Objectives clearly stated.

COMPREHENSION SKILL SERIES, Glen R. Williston & James Giroux, Jamestown, 1974.
64 pp. Kit (one level) $190.00 U.S.
Booklet 2.40
Cassette 7.00

Readability: 4-8 middle level Guide: not necessary Key: in text
8-12 advanced level

Adult Appeal: High

Skills Emphasis: Comprehension (Lit. & Inf.).

Topics: Explanation of the skill involved followed by practice on material taken from the adult's world.

Special Features:
. Separate books offer 9 skills each at 9 levels (4-12): main idea, judgment, character, conclusion, inference, tone, literary forms, concepts and facts, details and facts;
. Each book contains 30 practice exercises;
. Audio cassette available for each of 9 skills (plays exact text);
. Easy access to specific comprehension difficulties;
. Match with comprehension questions in Selections from the Black, Voices from the Bottom, Topics for the Restless, Best-Selling Chapters and Best Short Stories.

DEVELOPING READING VERSATILITY, (3rd Edition), W. Royce Adams, Holt, Rinehart, Winston, 1981. 361 pp. $15.60 Can.

Readability: 10-College Guide: not necessary Key: some answers in text

Adult Appeal: High

Skills Emphasis: Comprehension (Lit. & Inf.), Study Skills, Rate.

Topics: The reading process with practice on adult materials: newspaper articles, cartoons, advertising.

Special Features:
. Intended to develop comprehension at the literal, critical and affective levels;
. An abundance of exercises progress from basic to complex skills;
. Includes times reading, skimming and scanning;
. Includes behavioural objectives, "pre and post" inventory checks, reading record chart, speed conversion chart.

DICTIONARY DRILLS, Edward B. Fry, Jamestown, 1980. 128 pp. $4.00 U.S.

Readability: 7-10 Guide: not necessary Key: in text

Adult Appeal: Medium

Skills Emphasis: Vocabulary, Study Skills

Topics: Dictionary Skills

Special Features:
- Includes a 30-page reprint from American Heritage Dictionary but any dictionary is satisfactory;
- Twenty-five lessons and exercises for mastering dictionary skills;
- Emphasizes understanding the main entry, obtaining reference information and using the pronunciation key.

DISASTERS, Dan Dramer, Jamestown, 1982. $4.80 U.S.

Readability: 6-8 Guide: not necessary Key: included in text

Adult Appeal: High

Skills Emphasis: Vocabulary, Comprehension (Lit. & Inf.)

Topics: The world's most famous disasters.

Special Features:
- Twenty-one articles about such famous disasters as the Titanic, the Black Death, the Hindenburg, Krakatoa, Pompeii, the Lusitania, the Alaskan Earthquake, the jumbo jet crash at Tenerife.
- Lessons and exercises develop critical reading in four areas:
  1. Using words precisely;
  2. Choosing the best title;
  3. Recognizing important details;
  4. Finding the main idea.

DISCOVER CANADIANS, L. Dale Guy, Globe/Modern Curriculum, 1980. $4.65 Can.

Readability: 7-11 Guide: available Key: not necessary

Adult Appeal: Medium-high

Skills Emphasis: Comprehension (Lit. & Inf.), Vocabulary.

Topics: Short biographies of 18 well-and lesser-known Canadians from fields of medicine, women's rights, sport, entertainment and industry.

Special Features:
- Each selection is followed by comprehension and vocabulary exercises.
- Vocabulary work includes crossword puzzles and scrambled words.
- Objectives stressed include identification of main idea, supporting detail, implied meaning.
- Extension activities encourage readers to explore life and times of each subject.
- Attractively illustrated with authentic photographs and original artwork.

EFFECTIVE READING FOR ADULTS, Selma E. Herr, Wm. C. Brown Company, 1970. 279 pp. $9.00 Can.

Readability: 9-College Guide: not necessary Key: in text

Adult Appeal: High

Skills Emphasis: Vocabulary, Comprehension (Lit & Inf.), Study Skills and Rate

Topics: The reading process: practice selections tend to emphasize U.S. history.

Special Features:
- A reading improvement program designed for adults;
- Each of 30 chapters explains some facet of reading: types of reading, critical reading, skimming, etc;
- Goal of 300-400 understood words per minute tends to emphasize rate;
- Initial and final reading tests;
- Personal reading inventory;
- Easy access to individual items.

EFFICIENT READING, Form A, James I. Brown, D.C. Heath & Co., 1971. 318 pp. $9.95 U.S.

Readability: 6-College Guide: not necessary Key: in text

Adult Appeal: High

Skills Emphasis: Vocabulary, Comprehension (Lit. & Inf.), Rate.

Topics: The communication process.

Special Features:
- In Part One, 70 reading selections first discuss the entire communication process, then concentrate on reading;
- In Part Two, multiple choice comprehension and vocabulary questions are provided for each reading selection;
- Exercises based on each selection provide a short lesson designed to increase reading effectiveness.
- Selections are all pre-1970;
- May be supplemented with videotape series (see below).
- This is a set of 24 videotapes. Twelve of the tapes are instructional, the other twelve are 'expeditor' drill tapes for rate improvement. Cost of series is negotiable, depending on planned use. Distributor: Telstar.

ESSENTIAL READING SKILLS, John W. Presley and William M. Dodd; Holt, Rinehart & Winston, 1982. 355 pp. $13.50 Can.

Readability: Books 1-10 Guide: not necessary Key: in text
Levels 3-12

Adult Appeal: High

Skills Emphasis: Vocabulary, Comprehension (Lit. & Inf.)

Topics: Materials from newspapers, almanacs and other references. Topics related to adult American life and history.

Special Features:
- Diagnostic/prescriptive text designed for senior secondary and college level students with limited time;
- Ninety reading passages cover five basic comprehension skills:
  1. Main idea;
  2. Recall;
  3. Conclusion;
  4. Inference;
  5. Vocabulary in context.
- Readings progress from simple to difficult;
- Student progress chart.

ESSENTIAL SKILL SERIES, (Revised), Walter Pauk, Jamestown, 1982. 64 pp. $2.40 U.S.

Readability: Books 1-10 Guide: not necessary Key: in text
Levels 3-12

Adult Appeal: High

Skills Emphasis: Vocabulary, Comprehension (Lit. & Inf.)

Topics: Passages from popular magazines on the theme, nature.

Special Features:
- Six essential categories of comprehension are developed on ten levels (3-12). A clear and simple lesson teaches:
  1. Subject matter;
  2. Supporting details;
  3. Conclusion;
  4. Clarifying devices;
  5. Vocabulary in context;
  6. Main idea.
- Each booklet contains 25 passages on a single grade level followed by questions in above categories;
- Two booklets, A & B are available at each level.

GRAPHICAL COMPREHENSION, Edward B. Fry, Jamestown, 1982. approx. 150 pp. $5.60 U.S.

Readability: 7-10 Guide: not necessary Key: in text

Adult Appeal High

Skills Emphasis: Study Skills

Topics: Common types of graphs applied to high-interest material.

Special Features:
- A text/workbook designed to teach students to read graphs as well as make their own graphs based on what they read;
- Thirty-five lessons on such graphs as: pie charts, time lines, process charts, flowcharts, bar graphs, symbols, hierarchical charts, maps, pictorials and dimension graphs;
- Exercises include how to read and draw a football play-by-play diagram, a family tree, a house floor plan, street and weather maps, a motorcycle acceleration curve, a stock market graph, population map, basketball playoff chart, soccer and softball diagram.

IMPROVE YOUR READING ABILITY, (3rd Edition) Arthur W. Heilman, Merrill, 1976. 148 pp. $9.00 Can.

Readability: 10-College Guide: not necessary Key: in text

Adult Appeal: High

Skills Emphasis: Vocabulary, Comprehension (Lit. & Inf.), Study Skills and Rate.

Topics: The reading skills, applied to varied materials including some U.S. history.

Special Features:
- Written for adults;
- Emphasis on developing reading skills by application to brief reading exercises;
- Series of one-page tasks use a wide variety of materials: crosswords, analogies, games, malapropisms, mathematical problems.

INSTANT VOCABULARY, Ida Ehrlich, Pocket Books, 1968. 568 pp. $2.95 Can.

Readability: 8-College Guide: not necessary Key: included in text

Adult Appeal: High

Skills Emphasis: Vocabulary

Topics: Various

Special Features:
- A method of building vocabulary based on learning "keys" or word parts (roots, prefix, suffix);
- 259 keys are defined and discussed; examples are provided; words are analyzed;
- Practice exercises follow each key;
- A useful reference.

INTERNATIONAL READING LABORATORY KIT, IIIa, Don H. Parker, Science Research Associates, 1972. $240.00 U.S.

Readability: 3-11 Guide: in kit Key: in kit

Adult Appeal: Medium

Skills Emphasis: Vocabulary, Comprehension (Lit. & Inf.).

Topics: Diversified materials from the contemporary world; wide range of writing styles from a variety of books and periodicals.

Special Features:
- Four-page reading selections develop comprehension, vocabulary and word attack skills;
- Listening Skill Builders build comprehension and retention;
- Timed Rate Builder works on speed and comprehension;
- Multi-level kit permits entry at appropriate level;
- Replacement components are available.

INTRODUCTION TO READING, (Revised, Pre G.E.D. Program) Allyn and Bacon, 1978. 238 pp. $6.60 Can.

Readability: 5-12 Guide: not necessary Key in text

Adult Appeal: High

Skills Emphasis: Vocabulary, Comprehension (Lit. & Inf.).

Topics: Readings in social studies, natural science and literature.

Special Features:
- Diagnostic and mastery tests facilitate individual use;
- In each of the 3 reading areas (social studies, natural science, literature) material progresses in difficulty;
- Definition of new vocabulary words precedes reading passages;
- Word list follows each of the 3 reading areas.

KEYS TO READING AND STUDY SKILLS, Harriet Krantz and Joan Kimmelman; Holt, Rinehart and Winston, 1981. 368 pp. $15.60 Can.

Readability: 10-College Guide: Available separately - no cost Key: in guide

Adult Appeal: Medium-directed toward college students

Skills Emphasis: Vocabulary, Comprehension, (Lit. & Inf.), Study Skills.

Topics: Varied: music, biology, medicine, law, psychology. Materials taken from subject texts.

Special Features: . A reading and study skills text in 8 sections;
1. using context clues
2. previewing chapters
3. locating information: topics and main ideas
4. locating and organizing information
5. using patterns of organization
6. taking tests
7. drawing inferences
8. reading critically

. Perforated pages;
. Principles are boxed off;
. Flexible access to 42 separate chapters.

LEARNING TO LEARN, Donald E.P. Smith (Ed.), Harcourt, Brace and World, 1961. 143 pp. $9.95 U.S.

Readability: 9-12 Guide: not necessary Key: in text

Adult Appeal: Medium

Skills Emphasis: Study Skills

Topics: Reading and study methods, physical, life and social sciences and mathematics.

Special Features: Organized into 15 self-contained lessons;
. Could be used individually or in groups;
. Main sections are How to Learn (the SQ4R method in a very clear exposition); How to Read (Perception, Comprehension, Vocabulary, Critical Reading); Mastering Content (Applications) and Timed Readings;
. Probably more suitable to mature college-preparation students;
. Surprisingly 'undated' material except for some of the timed readings.

THE LEAST YOU SHOULD KNOW ABOUT VOCABULARY BUILDING: WORD ROOTS, Teresa F. Glazier, Holt, Rinehart and Winston, 1981. 180 pp. $11.70 Can.

Readability: 8-12 Guide: not necessary Key: in text

Adult Appeal: High

Skills Emphasis: Vocabulary, Study Skills.

Topics: Various

Special Features:
- 50 roots in detail plus 100 roots for additional study;
- emphasizes: 1. structural analysis
  2. meaning
  3. foundation for vocabulary growth
- practice exercises;
- frequent reviews;
- 3 versions of a comprehensive test covers the first 50 roots;
- easy access to individual roots.

THE NOW STUDENT, (Revised Edition), Edward Spargo, Jamestown, 1977. 251 pp. $4.80 U.S.

Readability: 11-College Guide: Available separately-no cost Key: in text

Adult Appeal: Medium

Skills Emphasis: Vocabulary, Comprehension (Lit. & Inf.), Study Skills, Rate.

Topics: Instruction in the reading and study process.

Special Features:
- Twenty-five timed reading selections of 1500 words each discuss essential reading and study skills;
- Reading selections are followed by cloze tests (A and B version) of comprehension;
- Practice exercises provide for application of skills discussed;
- Application of specific skills to daily assignments is encouraged.

PREP FOR BETTER READING, W. Royce Adams; Holt, Rinehart & Winston, 1980.
336 pp. $13.00 Can.

Readability: 4-8 Guide: Available separately- no cost. Key: most included in text

Adult Appeal: Medium-high.

Skills Emphasis: Vocabulary, Comprehension (Lit. & Inf.)

Topics: Somewhat dated: baseball, smoking, jobs and personalities, Stevie Wonder, U.F.O's, Wounded Knee, Dracula.

Special Features:
. Designed for college students experiencing difficulties with reading;
. Nine chapters provide reading and drills in the following format:
P - Pre-reading drills (vocabulary, word usage, visual discrimination
R - Reading drill (reading selection uses modified DRTA and comprehension check).
E - Exercises in vocabulary (word attack, word knowledge and vocabulary check).
P - Perfecting reading skills (provides practice in comprehension skills on a variety of materials - phrases, sentences, paragraphs, essays, reference materials).
. Chapter objectives;
. Unit check test for progress evaluation.

READING AND STUDY SKILLS, (Second Edition), John Langan, McGraw-Hill Ryerson, 1982.
445 pp. $14.95 Can.

Readability: 8-12 Guide: Available separately- $6.50 Can. Key: in guide

Adult Appeal: High

Skills Emphasis: Vocabulary, Comprehension (Lit. & Inf.), Study Skills, Rate.

Topics: The process of reading and studying. Practice selection on realistic materials chosen from communications, science, relationships.

Special Features:
. A core text for essential reading and study skills for developing independent learners;
. Flexibly organized;
. Presents skills as process;
. Focus on writing exams: 1. SQ3R. 2. Strategies for motivation. 3. Summarizing. 4. Notetaking and outling. 5. Work skills. 6. Skimming and rapid reading;
. Contains abundant practice materials: 60 study skills exercises and 50 reading comprehension exercises and 100 others;
. Self diagnosis of study needs;
. Twenty-four mastery tests.

READING DRILLS: For Speed and Comprehension, Edward B. Fry, Jamestown, advanced level 1975; middle level, 1982. 190 pp. $4.80 U.S.

Readability: 4-6 middle level 7-10 advanced level Guide: not necessary Key: in text

Adult Appeal: Medium

Skills Emphasis: Vocabulary, Comprehension (Lit. & Inf.), Rate.

Topics: Varied: science, history, inventions; avoids cultural bias.

Special Features:
- A multi-purpose text/workbook designed to build comprehension or to increase reading rate or both;
- Thirty selections of 1000 words (500 words middle level) each at three levels of difficulty;
- Five kinds of comprehension drill follow each selection:
  1. fact recall. 2. subjective questions. 3. subject matter cloze. 4. structure word close. 5. context vocabulary;
- Easy to select separate selections;
- May be used as a companion to Skimming and Scanning.

READING EFFECTIVENESS, Nathaniel Shapiro, Scholastic, 1979. 96 pp. $2.45 U.S.

Readability: 6-10 Guide: Available separately- $0.60 U.S. Key: in guide

Adult Appeal: Low-medium

Skills Emphasis: Comprehension (Lit. & Inf.), Study Skills, Rate.

Topics: The reading process; some U.S. and teenage concerns.

Special Features:
- Strategies for improving reading comprehension and rate;
- Stresses reading for a purpose:
  1. to locate necessary information
  2. to determine appropriate rate and method;
- Designed for secondary students reading two or more years below grade level;
- Numerous illustrations;
- Cloze review tests end each chapter;
- Easy materials are useful for confidence building.

READING EFFICIENCY, Nathaniel Shapiro, Scholastic, 1979. 95 pp. $2.45 U.S.

Readability: 6-10 Guide: Available separately- $0.60 Key: in guide

Adult Appeal: Low-medium

Skills Emphasis: Comprehension (Lit. & Inf.), Rate.

Topics: Reading skills; immigration, relationships, some teenage concerns.

Special Features:
- Designed for secondary students reading two or more years below grade level;
- Offers strategies for developing effective reading habits: 1. setting a purpose. 2. focusing. 3. concentrating. 4. reading with flexibility. 5. predicting and checking content.
- Cloze review tests end each chapter;
- Numerous illustrations;
- Easy materials are useful for confidence building.

READING FOR UNDERSTANDING, Thelma Gwinn Thurstone, Science Research Associates, 1978. Kit $140.00 U.S.

Readability: Level 2 Grades 3-7 Level 3 Grades 7-12 Guide: in kit Key: in kit

Adult Appeal: Medium

Skills Emphasis: Vocabulary, Comprehension (Lit. & Inf.)

Topics: Represent society: education, politics, history.

Special Features:
- Each kit contains: 300 exercise cards, 20 answer key booklets, 2 separate placement tests, 1 student record book, 1 teacher's handbook
- Components available separately;
- Student reads selection then chooses best of four suggested conclusions;
- Placement tests;
- Probably more useful for vocabulary building than comprehension.

READING POWER EXERCISES 1,2, Barry Koski and Susan Burkhart, Allyn and Bacon, 1981. 81 pp. $33.80 Can.

Readability: Book 1 3-6 Guide: not necessary Key: in text
Book 2 7-10

Adult Appeal: Medium-high

Skills Emphasis: Comprehension (Lit. & Inf.).

Topics: Science and social studies - women's rights, cancer, immigration.

Special Features:
- Spirit duplicating masters contain multiple choice cloze-type exercises, 40 passages per book;
- Seven blanks per paragraph require student to use semantic and syntactic clues in choosing the correct response;
- Requires student to relate the whole to the part and the part to the whole;
- Error analysis chart indicates strengths/weaknesses in each of the four cueing systems (contextual, syntactic, referrent, signal);
- Based on psycholinguistic research.

READING SKILLS: A SELF-TEACHING GUIDE, W. Royce Adams, Wiley, 1974 245 pp. $4.95 U.S.

Readability: 9-College Guide: not necessary Key: in text

Adult Appeal: High

Skills Emphasis: Comprehension (Lit. & Inf.), Study Skills, Rate.

Topics: Selections from magazines, journals, newspapers and textbooks.

Special Features:
- Providing practise in recognizing the main idea, supporting details, distinguishing fact from opinion and drawing inferences;
- Other exercises cover vocabulary development, skimming and scanning, study-reading processes including SQ3R;
- A practical, straight-forward text for individual learning.

READING SKILLS, (2nd Edition), William D. Baker, Prentice-Hall, Inc., 1974. $7.95 U.S. 127 pp.

Readability: 8-12 Guide: not necessary Key: in text

Adult Appeal: High

Skills Emphasis: Vocabulary, Comprehension (Lit. & Inf.), Study Skills, Rate.

Topics: The reading process.

Special Features:
- A manual and workbook;
- Twenty-four two-page reading selections discuss the basic reading skills as well as those involved in literature and other reading for enjoyment;
- Each selection is followed by an application exercise and a multiple choice comprehension check;
- Provides practice on relatively easy material;
- Tends to emphasize rate.

READING THE CONTENT FIELDS, Edward Spargo and Raymond Harris, Jamestown, 1978. 96 pp. E.S. $155.00 kit- one level
7.00 cassette
2.40 book

Readability: Middle level - 4-8 Guide: not necessary
Adv. level - 8-12 Key: in text

Adult Appeal: High

Skills Emphasis: Vocabulary, Comprehension (Lit. & [illegible].).

Topics: Adult materials relate to each of the 5 content areas below.

Special Features:
- Five books on each of two levels in the content areas: 1. English 2. Social Studies 3. Mathematics 4. Science 5. Practical Arts;
- Instructional section describes and illustrates the kinds of comprehension characteristics of the specific discipline, teaches how to read and comprehend textbooks in that subject;
- Twenty-five practice exercises require 4 levels of comprehension: 1. vocabulary 2. literal 3. interpretive 4. applied.
- Cassettes are available reproducing the exact text of each book

SELECTIONS FROM THE BLACK, Edward Spargo, Jamestown, 1974. 175 pp. $4.80 U.S.

Readability: 6-8 Olive; 9-11 Brown; 12-College Purple. Guide: Available separately-no cost. Key: in text

Adult Appeal: High

Skills Emphasis: Vocabulary, Comprehension (Lit. & Inf.), Study Skills.

Topics: Provocative selections by black writers span the range of human experience.

Special Features:
- Contains 30 reading selections followed by a variety of exercises on comprehension, vocabulary, word meaning, phonics and study skills;
- Subject matter provokes thought and discussion;
- Useful supplementary material;
- Match with Comprehension Skill Series.

SIX-WAY PARAGRAPHS, Walter Pauk, Jamestown, 1974 223 pp. $4.00 U.S.

Readability: 6-College Guide: not necessary Key: in text.

Adult Appeal: High

Skills Emphasis: Vocabulary, Comprehension (Lit. & Inf.).

Topics: Mature interest materials from journals and magazines.

Special Features:
- One hundred single-page passages followed by comprehension questions on: 1. subject matter 2. main idea 3. supporting detail 4. conclusion 5. clarifying devices 6. vocabulary in context;
- Provides ample practice on structure and content or paragraphs;
- Paragraphs are arranged in ascending order of difficulty;
- Progress chart.

SKILL AT A TIME SERIES, Walter Pauk, Jamestown, 1975. 63 pp. $2.40 U.S.

Readability: Books - 1-10 Guide: not necessary Key: in text
Levels - 9-College

Adult Appeal: High

Skills Emphasis: Vocabulary, Comprehension (Lit. & Inf.)

Topics: Reading selections from well-known books by well-known authors.

Special Features:
- Ten books each concentrate on a different reading comprehension skill: 1. vocabulary in context 2. using the signal words 3. understanding figurative language 4. getting the author's tone 5. reading between the lines 6. getting the main point 7. recognizing traits of character 8. recognizing points of view 9. perceiving the author's intent 10. perceiving structure.
- Each book contains a detailed lesson on each skill;
- Each book contains 100 graded passages (9-college) followed by a comprehension question on the skill of that booklet;
- Provides intensive and sustained practice in a single skill.

SKILLS IN READING, 1, 2. (Cambridge Skill Power Series), Allyn & Bacon, 1978.
210 pp. $7.20 Can.

Readability: Book 1 6-8 Guide: not necessary Key: Available separately
Book 2 8-10 $1.80 Can.

Adult Appeal: High

Skills Emphasis: Vocabulary, Comprehension (Lit. & Inf.)

Topics: G.E.D. preparation: Social Studies, Natural Sciences and Literature.

Special Features:
- Passages containing useful information teach basic reading skills; main idea, words in context, cause and effect, opinion, inference, conclusion;
- Multiple choice questions are followed by explanations of possible answers.

SKIMMING AND SCANNING, Edward B. Fry, Jamestown, 1982 middle level, 1978 advanced level. 143 pp. $4.00 U.S.

Readability: Middle level 4-6 Guide: not necessary Key: in text
Adv. level 7-10

Adult Appeal: Medium-high

Skills Emphasis: Comprehension (Lit.), Study Skills.

Topics: Materials from the adult world: best sellers, directories, schedules, textbooks.

Special Features:
- Explains purpose and conditions of skimming, scanning, average reading and study reading;
- Explains and illustrates efficient skimming and scanning techniques.
- Middle level provides skimming practise on extracts from books such as The Lion, The Witch and The Wardrobe;
- Advanced level provides skimming practice on extracts from books such as To Sir With Love, Alive, Sharks, Body Language;
- Provides scanning practice using T.V. listings, train schedules, legal documents, telephone directories, text books, etc;
- Emphasis is on getting information with speed and accuracy;
- Easy to select separate items.

SPECIFIC SKILL SERIES, Richard A. Boning, Barnell Loft, 1977. 50 pp. $118.75 U.S. (complete secondary set)

Readability: Books G-L Guide: Available separately- $3.60 U.S. Key: included in set
Levels 7-12

Adult Appeal: Medium-high

Skills Emphasis: Vocabulary, Comprehension (Lit. & Inf.).

Topics: Varied, mature: history, geography, travel, personalities.

Special Features:
- A non-consumable program providing practice on eight levels;
- Complete secondary set contains 48 booklets, one copy each of eight skill booklets on each level 7 to 12 (G.-L.). Skills are: 1. detecting the sequence 2. following directions 3. getting the facts 4. getting the main idea 5. working with sounds 6. using the context 7. locating the answer 8. drawing conclusions;
- Placement tests available (8 booklets) $19.95 U.S.;
- Available in sets or individual orders;
- Offers considerable practice on short paragraphs.

STECK-VAUGHN ADULT READING, Sam V. Dauzat et al, Steck-Vaughn, 1978.
62-102 pp. (U.S.) $2.50 per workbook
200.00 complete level

Readability: Level 1000-learning to read
Level 2000-reading to learn
Guide: Available separately, $2.50.
Key: in workbook

Adult Appeal: High

Topics: General areas of occupational knowledge, consumer economics, government and law, health, interpersonal relationships and community resources.

Special Features:
- A sequential program of essential reading skills;
- Designed to move the mature learner from complete illiteracy to reading maturity;
- Level 1000: 7 books on pre-reading, word recognition, word attack skills;
- Level 2000: 8 books on comprehension and advanced skills;
- Offers principles of adult learning;
- Performance objectives are given;
- Uses criterion-referenced and informal reading inventories to determine initial placement in the program and mastery of skills;
- Audio component available for word recognition and word attack books.

STRATEGIES FOR READING, Robinson, Allyn and Bacon, 1978. 70-89 pp. $8.40 Can.
(4 workbooks)

Readability: 4-8
Guide: Available separately, $8.40 Can. each workbook.
Key: in guide

Adult Appeal: Medium

Skills Emphasis: Vocabulary, Comprehension (Lit. & Inf.).

Topics: Reading strategies: practice on materials from science, history sports, mystery.

Special Features:
- Four workbooks intended for problem readers;
- Each develops comprehension strategies in one area: words in context; sentences; paragraphs; long selections;
- Short, practical lessons show how to recognize the key words and signals that unlock meaning in the four areas.
- Easy material for specific strategies (e.g. following sequence of ideas, using synonyms to follow ideas, using comparison signals, reading introductions.)

STRUCTURED READING, Lynn Quitman Troyka, Prentice Hall, 1978. 360 pp. $15.00 Can.

Readability: 6-College Guide: available separately Key: in teacher's manual

Adult Appeal: Medium-high

Skills Emphasis: Vocabulary, Comprehension (Lit. & Inf.)

Topics: Articles chosen from a variety of sources from Esquire magazine to an economics text. Most articles are of general interest and may be found in popular magazines.

Special Features:
- Designed as a remedial text for college students but has adult appeal.
- Comprises 30 stories of increasing difficulty.
- Emphasis is on finding the main idea.

STUDY SKILLS FOR ADULTS RETURNING TO SCHOOL, (Second Edition), Jerold W. Apps, McGraw-Hill Ryerson, 1982. 200 pp. $11.95 Can.

Readability: 8-College Guide: Available separately- $6.55 Can. Key: not necessary

Adult Appeal: High

Skills Emphasis: Vocabulary, Study Skills.

Topics: Study skills and motivational material intended for college and university students - appropriate for any returning adult.

Special Features:
- Considers problems unique to returning adult students - a practical book;
- A core text for study skills and orientation for returning students or an independent text for self-study;
- Focuses on strategies for areas such as: time management, writing, reading, notetaking, listening, exam taking, vocabulary, building, resource use, problem solving, creative thinking;
- Includes self-rating chart on study skills;
- Guidelines for improving concentration;
- Self-study tests and exercises on notetaking, reading speed and reading overviews;
- Guidelines for improving concentration.

STUDY SKILLS FOR INFORMATION RETRIEVAL, A.B.C., Donald L. Barnes and Arlene B. Burgdorf, Allyn and Bacon, 1979. 80 pp. $6.50 Can.

Readability: A 4-5 B 6-7 C 8-9

Guide: Available separately, $7.90 Can. each level

Key: in guide

Adult Appeal: Medium-high

Skills Emphasis: Study Skills.

Topics: Charts, maps, graphs.

Special Features:
- Self-instructional material concentrates on finding, evaluating and organizing information;
- Develops skills: alphabetizing, dictionary skills, use of library, use of encyclopedia, report writing;
- Uses maps, charts graphs, data, etc;
- Offers a lower level approach to study skills.

TACTICS IN READING I, II, III, Olive S. Niles et al, Scott Foresman, 1965. Workbook 106 pp. or kit.

Readability: Gr. 9 Book I Gr.10 Book II Gr.11 Book III

Guide: Available Separately

Key: in guide

Adult Appeal: Medium

Skills Emphasis: Vocabulary, Comprehension (Lit. & Inf.), Study Skills.

Topics: Sports, exploration, travel, nature.

Special Features:
- Comprehensive reading skills laboratory; boxed card form;
- Also available in workbook form (same content);
- Diagnostic test (3 versions) for identifying discrete skills.
- Good for developing specific reading strategies;
- Evaluation test to measure progress;
- Skills include: word attack (context, structure, sound, dictionary), sentence meaning, judgments, figurative language, central idea, inferences, relationships, imagery.

TIMED READINGS, (Revised), Edward Spargo and Glen R. Williston, Jamestown, 1980. 120 pp. $3.20 U.S.

Readability: Books 1-10 Levels 4-College Guide: not necessary Key: in text

Adult Appeal: High

Skills Emphasis: Comprehension (Lit. & Inf.), Rate.

Topics: Adult concerns from an American point of view: travel, health, history, ecology.

Special Features:
- Series of 10 books, each containing fifty 400-word passages dealing with factual information;
- Each selection is followed by fact recall and thought questions;
- Emphasis on increasing speed while checking comprehension;
- Includes progress and pacing graph;
- Pacing cassette available, $7.00 U.S.

TOPICS FOR THE RESTLESS, Edward Spargo, Jamestown, 1974. 175 pp. $4.80 U.S.

Readability: 6-8 Olive, 9-11 Brown, 12-College Purple Guide: Available separately, no cost Key: in text.

Adult Appeal: High

Skills Emphasis: Vocabulary, Comprehension (Lit. & Inf.), Study Skills.

Topics: Selections for reluctant readers focus on current problems facing our society.

Special Features:
- Contains 30 reading selections followed by a variety of exercises on comprehension, vocabulary, word meaning, phonics (olive only) and study skills;
- Articles are useful for provoking thought and discussion;
- Good supplementary material;
- Match with Comprehension Skill Series.

USE YOUR HEAD, Tony Buzan, British Broadcasting Corporation Publications, Duthie Books Ltd., 1974. 141 pp. $8.00 Can.

Readability: 9-College Guide: not necessary Key: not necessary

Adult Appeal: High

Skills Emphasis: Study Skills.

Topics: The processes of reading and thought.

Special Features:
- Explains the working of the eye and brain;
- Offers a system for notetaking and outlining;
- Presents tests and exercises to improve reading powers and memory;
- Stresses creative thinking and problem solving;
- Includes many graphs and diagrams.

VOICES FROM THE BOTTOM, Edward Spargo, Jamestown, 1974. 175 pp. $4.80 U.S.

Readability: 6-8 Olive 9-11 Brown 12-College Purple Guide: Available separately, no cost Key: in text

Adult Appeal: High

Skills Emphasis: Vocabulary, Comprehension (Lit. & Inf.), Study Skills.

Topics: Selections by and about the American Indian, the Chicano, and the Puerto Rican.

Special Features:
- Contains 30 reading selections followed by a variety of exercises on comprehension, vocabulary, word meaning, phonics and study skills.
- Subject matter provokes thought and discussion;
- Useful supplementary material;
- Match with Comprehension Skill Series.

WORD POWER, Lewis Gardner (Ed.) Scholastic, 1974. 95 pp. $2.45 Can.

Readability: 4-6 Guide: not necessary Key: Available separately, $0.60

Adult Appeal: Medium

Skills Emphasis: Vocabulary.

Topics: Humorous items, many illustrations.

Special Features:
- Designed for underachievers with emphasis on vocabulary improvement;
- Exercises, puzzles, games focus on specific skills: spelling, usage, punctuation, abbreviations, contractions, synonyms, antonyms, contractions, active/passive, root words, letter writing.

WORD PUZZLES AND MYSTERIES, Lawrence B. Charry et al, Scholastic, 1967. 64 pp. $2.45 Can.

Readability: 4-6 Guide: not necessary Key: Available separately, $0.60

Adult Appeal: Medium

Skills Emphasis: Vocabulary.

Topics: Crosswords, wordgames, mystery story puzzles; includes numerous illustrations.

Special Features:
- Designed for underachievers with emphasis on vocabulary improvement;
- Twenty crossword puzzles and 15 word games to develop vocabulary and reinforce spelling;
- Sixteen mystery stories use cloze procedure to identify parts of speech;
- easy material is good for confidence building.

WORDS OF SCIENCE AND THE HISTORY BEHIND THEM, Isaac Asimov, Houghton Mifflin, 1959. 266 pp. $13.00 Can.

Readability: 7-College Guide: not necessary Key: not necessary

Adult Appeal: Medium-high.

Skills Emphasis: Vocabulary, Comprehension (Lit.).

Topics: Such words as acid, amethyst, isotope, electrolysis, radar, quantum, tide, microbe, insulin, tangent, vector.

Special Features:
- Two hundred and fifty scientific and mathematical words made memorable through single page stories, descriptions, incidents, histories, personalities, theories, mistakes, etc;
- Interesting supplementary resource;
- Useful for pre-science or mathematics students;
- Unfortunately this has not been updated.

READING MATERIAL FROM THE LEARNER'S WORLD

1. CAREER/VOCATIONAL EDUCATION MATERIALS

Library and Reference materials
- Applications for library cards
- Card or book catalog or microfiche
- Reader's Guide to Periodical Literature
- Thesaurus
- Encyclopedia

Career/Job materials
- Job opportunities
- Want ads
- Contracts and letters of employment
- Job descriptions
- Job applications

On the Job
- Instructions (e.g. for equipment use and maintenance)
- Manuals
- Directions
- Procedures
- Summaries
- Interoffice correspondence
- Charts
- Data Tables

Employee/Employer concerns
- Union handbooks
- Collective agreements
- Benefits package

2. USED BY ADULTS IN THEIR ROLES AS FAMILY MEMBERS AND CONSUMERS

- Recipes, menus
- Handyman guides, "How to" manuals
- Gardening articles, books, directions for product use
- Medical advice, insurance forms, prescription labels
- Directions - telephone
- Banking materials - agreements, cheques, slips, etc.
- Labels on household products - food, cleaners
- Labels on clothing - fabric content/care symbols
- Credit contracts - purchases, magazines, records, books, autos, T.V., etc.
- Guides - television listings, radio, entertainment offerings
- Insurance policy statements
- Advertisements - magazine, newspaper, television
- Catalogues of merchandise - clothing, sports, automotive, electronics
- Directions for assembling toys, equipment, furniture
- Instructions - games, sports, gardening, etc.
- Regulations - hunting, fishing, driving
- Rental agreements and leases

3. USED BY ADULTS IN THEIR ROLES AS COMMUNITY MEMBERS AND CITIZENS

Urban Reader - a magazine of history, projects, etc. for the city of Vancouver - available free:

Urban Reader
Social Planning Department
Vancouver City Hall
453 West 12th Avenue
Vancouver, B.C. V5Y 1V4

ForesTalk - a quarterly resource magazine - available free:

ForesTalk
Information Services Branch
Ministry of Forests
1450 Government Street,
Victoria,B.C. V8W 3E7

Human rights publications (civil, legal, women's, consumers', etc.)
Government documents
Political pamphlets
Community recreation programs
Course offerings - community centre, college, school board
Social insurance application forms
Schedules - bus, train, airplane, boat, sports
Signs - informational, traffic
Tickets - bus, train, airplane, traffic violation, sports, entertainment
Local history articles
Driver's licence, manual
Income Tax forms
Church programs
Religious materials
Newspapers
Current affairs magazines (Macleans magazine has a school program including discussion questions, etc.)

4. MISCELLANEOUS

Maps, charts
Comic books
Horoscopes
Song lyrics
Crossword puzzle magazines
Poetry
Readers Digest
"How to" books
Word games
Today section of weekend newspaper
Newspaper
Magazines
Dictionary
Thesaurus

A LOW-COST STARTER SET OF INSTRUCTIONAL RESOURCES

Here is an example of how a 'starter set' of reading development materials might be put together for a relatively low cost. Such a set would, for instance, provide a new program or instructor with a useful sample of the range and diversity of materials appropriate for an ABE reading development course.

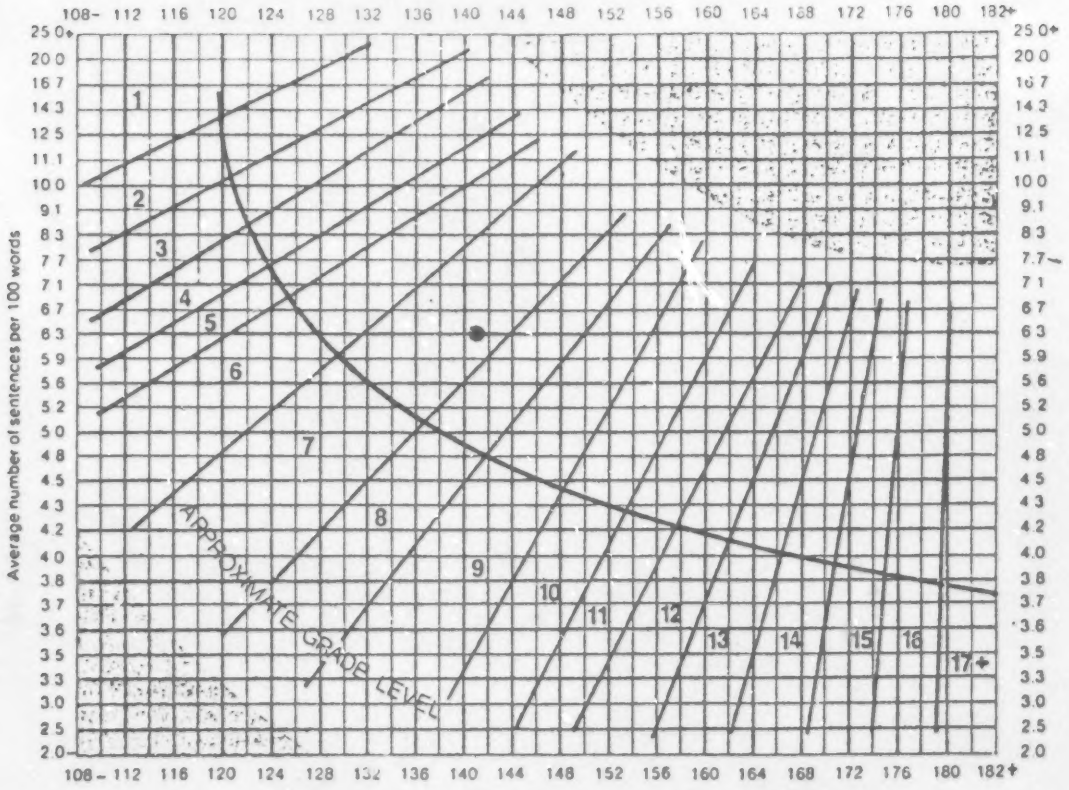
Many other combinations might have been sampled, and indeed there is no implication that this is either a 'best' or 'core-requirement' list. In any case, instructors would probably want to consider these resources as supplemental to 'real' reading in the form of novels, short stories, non-fiction, magazines and newspapers.

Title	Key feature	Annotation Page
Best Selling Chapters	Fiction selections	54
Introduction to Reading	GED preparation	62
Reading and Study Skills (Langan)	Study skills	65
Reading Drills	Non-fiction selections	66
Reading the Content Fields	Audiotapes available	69
Skill at a Time	Graduated series of original texts	71
Study Skills for Adults Returning to School	Exclusive adult orientation	74

All these selections have emphasis on comprehension and vocabulary development.

GRAPH FOR ESTIMATING READABILITY —EXTENDED

by Edward Fry, Rutgers University Reading Center, New Brunswick, N.J. 08904



Expanded Directions for Working Readability Graph

1. Randomly select three (3) sample passages and count out exactly 100 words each, beginning with the beginning of a sentence. Do count proper nouns, initializations, and numerals.
2. Count the number of sentences in the hundred words, estimating length of the fraction of the last sentence to the nearest one-tenth.
3. Count the total number of syllables in the 100-word passage. If you don't have a hand counter available, an easy way is to simply put a mark above every syllable over one in each word, then when you get to the end of the passage, count the number of marks and add 100. Small calculators can also be used as counters by pushing numeral 1, then push the + sign for each word or syllable when counting.
4. Enter graph with *average* sentence length and *average* number of syllables; plot dot where the two lines intersect. Area where dot is plotted will give you the approximate grade level.
5. If a great deal of variability is found in syllable count or sentence count, putting more samples into the average is desirable.
6. A word is defined as a group of symbols with a space on either side; thus, *Joe, IRA, 1945,* and *&* are each one word.
7. A syllable is defined as a phonetic syllable. Generally, there are as many syllables as vowel sounds. For example, *stopped* is one syllable and *wanted* is two syllables. When counting syllables for numerals and initializations, count one syllable for each symbol. For example, *1945* is four syllables, *IRA* is three syllables, and *&* is one syllable.

Note: This "extended graph" does not outmode or render the earlier (1968) version inoperative or inaccurate; it is an extension. (REPRODUCTION PERMITTED—NO COPYRIGHT)

PROFESSIONAL REFERENCES

PROFESSIONAL REFERENCES

(* Indicates a core selection particularly suitable for the non-specialist.)

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Tierney, Robert J., Readence, John, and Dishner, Ernest K. Reading Strategies and Practices: Guide for Improving Instruction. Boston: Allyn and Bacon, 1980.

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Diagnosis and Remediation

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British Columbia: Ministry of Education, Continuing Education Division. (order from Publication Services, 878 Viewfield Road, Victoria, B.C. V9A 4V1: add 10% for handling).

Adult Basic Literacy Assessment Kit, 1981. (10.00)

Adult Basic Literacy Curriculum and Resource Guide, 1980. ($5.00)

An Abridged Bibliography to Accompany the ABL Guide, 1981. (free)

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English as a Second Language for Adults: A Curriculum Guide. 1981. ($15.00)

English as a Second Language for Adults: A Curriculum Guide: English for Work, 1982. (in press).

D. PERIODICALS

Journal of Reading - International Reading Association
800 Barksdale Road
P.O. Box 8139
Newark, Delaware, U.S.A. 19711

Journal of Reading Behaviour - National Reading Conference
1230 - 17th Avenue, N.W.
Washington, D.C., U.S.A. 20036

Reading Canada Lecture - (bilingual) - Anne Forester
Camosun College
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Don Mills, Ont. M3B 2T6

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